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**ABSTRACT**

The handbook presents a resource list of career education experts and successful career education programs with exemplary career education materials, to be used for planning career programs for deaf and hearing impaired students. It is explained that facilitators were trained as part of the National Project on Career Education (NPCE). After training, facilitators were responsible for offering training and consultation on career education in their local schools. It was found, however, that external agents of change were often needed to act as catalysts. Facilitators are identified in each state of the 10 Federal regions. Information on their position, address, education level, experience, handicap (if any) and interests or hobbies is given. Similar information is presented for the NPCE national training team. Contact persons for career education are listed by state, as are existing career education programs serving hearing impaired students. The final section presents summary data on 35 career education projects. (CL)

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C A T A L Y S T

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National Project on Career Education

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Handbook of Existing Career Education  
Programs and Facilitators

by Marcia Schutt, Intern,  
Judy Egelston-Dodd, Coordinator

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1980 Edition

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National Project on Career Education  
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National Project on Career Education

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Introduction

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**Cat-a-lyst** /'ka-tə-ləst/ - one that precipitates a process or event, especially without being involved in or changed by the consequences

## Introduction

In the Fall of 1979 the National Project on Career Education (NPCE)\* trained 29 participant teams from schools or programs for hearing impaired students from 21 states to serve as career education facilitators. These teams of facilitators were committed to offer training and consulting on career education and planning skills in their home schools and then in local programs. It was within the context of implementation at the participants' home schools that the need for an external source of motivation and drive to stimulate the staff members to develop an institutional plan for career education was identified. An external agent of change was often required to serve as "catalyst" for the original momentum for change. This handbook represents a resource list of external CE experts, and successful CE programs with exemplary CE materials, which may precipitate planning for new, comprehensive career education programs for educators of the deaf, both within and outside the NPCE network.

## Guidelines for Using a Catalyst

Change is hard to initiate and maintain because behaviors become part of a stable routine. The alteration of programs, materials and behaviors is disruptive, costly and painful, and may not live up to expectations. There are, however, certain methods and procedures proven to result in productive change and effective innovations. Research studies have unanimously identified five such principles (Bell, Wyant, and Schmuck, 1979):

1. collaborative planning of the career education program by all local participants,
2. mutual alteration of the innovation to meet the needs of local participants and conversely of the behaviors of participants to serve the innovative effort,
3. local development of a CE program (Packaged curriculums for career education *don't* work),
4. inservice training to ensure that participants can use the new CE strategies (both the technical skills and content as well as the skills of working together productively), and
5. explicit arrangements for institutionalization of the new CE program, including a reduction of dependency on external resource people and including technical assistance to participants as they incorporate the innovation into their routine activities.

\* For further information concerning NPCE, refer to *Career Development for the Hearing Impaired: Proceedings of Two National Working Conferences and Evaluation of an Inservice Program. Summary Report on Intensive Training and Technical Assistance*, both available from Pre-College Programs, Gallaudet College, Kendall Green, Washington, D.C. 20002.

These five principles held true in numerous school studies, and no evidence was found to refute any of the principles. The lesson learned from this body of research is obviously pointed toward making the local participants as autonomous and independent as possible while incorporating an innovation like career education.

Why do we now provide in this volume a list of external resource people upon whom schools may depend to provide a motivational thrust?

People will accept low levels of satisfaction to protect themselves from failure when the risks of striving for higher levels are too great. An impending change threatens their level of satisfaction since there is no guarantee that the new ways will be more satisfying. An external change agent can explore those fears with school participants. By determining the current level of satisfaction and the desired level, and examining the probable effects of a new CE program on how these needs are satisfied, the facilitator can convince school participants that the benefits will be worth the disruption.

The spirit of risk taking can definitely be enhanced by the presence of a charismatic leader. An external agent must be able to create a common vision that is valued by a majority of the participants, to instill in them a sense of power and control over their own situation (individually and collectively), and a sense of urgency so that participants want to take initiative and expect immediate action. The talents of resident CE experts may not extend to the above skills.

Key resource people such as the facilitators listed here possess technical knowledge of career education and planning skills and the expertise to train others in the acquisition of that knowledge. If outside CE facilitators are readily available, schools are more likely to use them. However, schools must be weaned from dependency on the external CE facilitator's assistance as the innovation "takes." As certain faculty and staff gain additional knowledge and experience, they should be tapped to continue to provide assistance to less experienced educators. U.S. Office of CE director, Kenneth B. Hoyt (1974-79) has estimated that an enthusiastic 15 percent of a faculty body may constitute a critical mass for the change reaction, providing support and carrying along an additional seventy percent. The remaining 15 percent may never support career education wholeheartedly, but will generally go along with the majority action, rather than actively resist an institutionalized goal. The external catalyst can gradually withdraw assistance once the critical 15 percent acceptance is reached. The process or event (i.e., adoption of a comprehensive career education plan) will be precipitated, carried forward by its own momentum and the appropriate inservice training.

### **Alternatives**

Deciding which kind of facilitator is most appropriate for a specific school's consulting or training needs will depend on the unique situational factors of each school.

*State Coordinators:* All state career education coordinators are obliged to disseminate information to any interested school regarding funding and guidance in proposal writing under the Career Education Incentive Act. However, some states have classified state schools and institutions as ineligible for these state allotment monies (e.g., New York State). These coordinators may also consult with schools regarding training; some actually deliver CE training themselves. Twenty one states have their own CE laws (Hill, 1979): Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, New Jersey, Ohio, Utah, Virginia and Washington. Interpretation of these laws for educators of the deaf will be provided by the state CE coordinators. Services of these state education agents is provided at no cost to the school. However, the quality and timeliness of service provided is reportedly variable among the states. You may encounter state coordinators who have little expertise or interest in working with handicapped populations.

*NPCE Facilitators:* Also at the state level, the CE facilitators trained by NPCE represent a highly appropriate, experienced cadre of educators of the deaf. Whatever these facilitators may lack in polished delivery skills is more than compensated for in their background in career development of deaf students, and enthusiasm for planned change. They have been provided with the training materials needed to offer an 18-hour intensive inservice program in career education and planning skills and general technical assistance follow-up. Their services may cost a local school the price of substitute teachers to cover their classes during the training, but they are generally able to support their own travel within state. Many of the NPCE facilitators in the 21 participant states will be ready and available to provide ripple workshops to local school beginning Fall, 1980. Requests should be directed to the CE team leader.

*National Team:* The national training team for NPCE has expertise in training and consulting with educators of the deaf and experience in the career development of deaf learners. Except when working with the participant NPCE schools, the national trainers' services would have to be arranged individually on a fee basis covering honorarium, travel costs, etc. NPCE national trainers will generally urge requesting schools to contact their state NPCE teams for their training and consulting needs. However, if the state CE team is unable to assist a local school, and if the requesting school has the resources to buy their services, individual NPCE trainers are available to train and consult.

Participant NPCE schools which desire the services of an on-site consultant from the NPCE national team should contact the project coordinator, Judy Egelston-Dodd, by phone, and a formal technical assistance (TA) request process will be initiated. The service is free to participant schools whose only obligation is provision of meals, lodging and school-to-airport transportation.



### A Caveat

It is important to conclude with a word of warning. Change isn't always possible, or even desirable. Some changes even for career education are worthy ideas that don't fit a particular school, or teacher at a particular time. Or they may not be worth the cost and energy needed for implementation. Our purpose is not to provide a "sure thing" in offering these catalysts. Some resistance to change is healthy and appropriate, and the wise rejection of an ill-conceived innovation may be a real "success story." However, the decision to adopt or reject changes should be based on a systematic and shared decision making process.

The purpose of this handbook is to provide resources to assist schools which are ready to plan for a new, comprehensive career education program. There are four sections to this handbook. The first provides a list of the NPCE facilitators who were trained at the four 1979 regional workshops for CE facilitators. The second section lists the national NPCE trainers. Section three contains a list of the state CE coordinators, and the last section has an alphabetical listing by school of the 24 schools which responded to a national survey on existing CE programs for the deaf.

The appendix of the handbook contains the actual response data from the survey, with the contact person for each school.

It is planned that this handbook will be reprinted after the 1980 regional workshops for CE facilitators are completed. This update will list an additional 25-30 school teams. The survey may also be repeated in the hopes that more highly useful data will be available at that later date.

### References

- Bell, W.E.; S.H. Wyand and R.A. Schmuck. *Diagnosing a School's Readiness for Change*. Central California Facilitator Project: Santa Clara, CA, 1979.
- Hill, W.G. *An Overview of State Career Education Laws*. Report No. 119, Education Commission of the States: Denver, CO, 1979.
- Hoyt, K.B. *Monographs on Career Education*. U.S.D.H.E.W., U.S. Government Printing Office: Washington, D.C. 1974-79.



National Project on Career Education

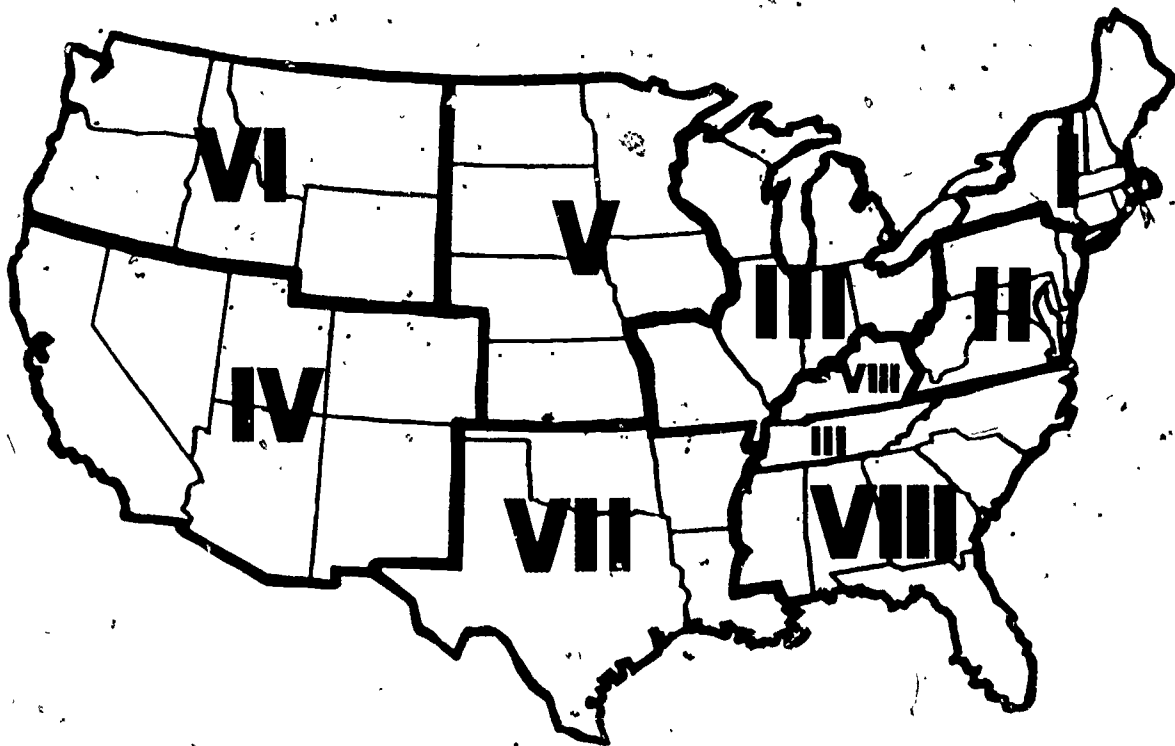
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NPCE Facilitators

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# National Project on Career Education REGIONS



**I.** Connecticut\*  
Maine\*  
Massachusetts\*  
New Hampshire  
New York\*  
Rhode Island\*  
Vermont

**IV.** Arizona\*  
California\*  
Colorado\*  
Hawaii  
Nevada\*  
New Mexico\*

**VII.** Arkansas  
Louisiana  
Oklahoma  
Texas

**II.** Delaware  
Maryland  
New Jersey\*  
Pennsylvania\*  
Virginia  
Washington, D.C.\*  
West Virginia

**V.** Iowa  
Kansas  
Minnesota  
Nebraska  
North Dakota  
South Dakota

**VIII.** Alabama  
Florida  
Georgia  
Kentucky  
Mississippi  
North Carolina  
South Carolina

**III.** Illinois\*  
Indiana\*  
Michigan\*  
Missouri\*  
Ohio\*  
Tennessee\*  
Wisconsin\*

**VI.** Alaska  
Idaho  
Montana  
Oregon  
Washington  
Wyoming

\* Regional Workshop 1979, Technical Assistance 1980

National Project on Career Education

FACILITATORS

Region I

CONNECTICUT

American School for the Deaf

Albert W. Darby  
Assistant Principal-H.S. Dept.  
American School for the Deaf  
139 N. Main St.  
West Hartford, CT 06107

Education level: M.A. + 6  
Years experience in education: 20  
    in present position: 5  
    in career education: 3  
    in deaf education: 20  
Handicap: Hearing impaired

Douglas A. Moody, Team Leader  
Asst. Director, Voc. Ed./Guidance  
    Counselor  
American School for the Deaf  
139 N. Main St.  
West Hartford, CT 06107

Education level: M.A.  
Years experience in education: 4  
    in present position: 2  
    in career education: 2  
    in deaf education: 4  
Interests/hobbies: golf, woodworking,  
    music

Elaine Wiltzie  
Vocational Evaluation  
American School for the Deaf  
139 N. Main St.  
West Hartford, CT 06107

Education level: B.A. + 12  
Years experience in education: 3  
    in present position: 1  
    in career education: 3  
    in deaf education: 1

MAINE

Governor Baxter School for the Deaf

Robert E. Kelly  
Asst. Supt.-Director of Academic Affairs  
Gov. Baxter School for the Deaf  
P.O. Box 799, Mackworth Island  
Portland, ME 04104

Education level: M.A.  
Years experience in education: 26  
    in present position: 15  
    in career education: 5  
    in deaf education: 23  
Interests/hobbies: travel, photography,  
    gardening, people

David R. Sinnett, Team Leader  
Counselor  
Gov. Baxter School for the Deaf  
P.O. Box 799, Mackworth Island  
Portland, ME 04104

Education level: M.A.  
Years experience in education: 1  
    in present position: 1  
    in career education: 1  
    in deaf education: 1  
Interests/hobbies: tennis, raquetball, writing,  
    reading, camping and travel

Arthur O. Washburn  
Weld County School District 6  
811 15th Street  
Greeley, CO 80631

Education level: M.A. + 15  
Years experience in education: 22  
    in present position: new  
    in deaf education: 22  
Interests/hobbies: painting, drama, tennis

Robert C. Wolfenden  
Teacher, Industrial Arts  
Gov. Baxter School for the Deaf  
P.O. Box 799, Mackworth Island  
Portland, ME 04104

Education level: B.A.  
Years experience in education: 5  
    in present position: 1  
    in deaf education: 1  
Interests/hobbies: cross country skiing,  
    camping, travel, sports

MASSACHUSETTS

Boston School for the Deaf

Patricia A. Bryant, Team Leader  
Curriculum Coordinator  
Boston School for the Deaf  
800 N. Main St.  
Randolph, MA 02368

Education level: M.A. + 15  
Years experience in education: 12  
    in present position: 2  
    in career education: 1  
    in deaf education: 12  
Interests/hobbies: traveling, crafts

Janine H. Fazioli  
Teacher, Distributive Ed.  
Boston School for the Deaf  
800 N. Main St.  
Randolph, MA 02368

Education level: B.A.  
Years experience in education: 2  
    in present position: 1  
    in career education: 2  
    in deaf education: 1

Wm. J. Keough  
Vocational Ed.  
Boston School for the Deaf  
800 N. Main St.  
Randolph, MA 02368

Jeanne A. Thompson  
Teacher, Secondary level Home Economics  
    and Vocational Education  
Boston School for the Deaf  
800 N. Main St.  
Randolph, MA 02368

Education level: B.A.  
Years experience in education: 4  
    in present position: 2  
    in career education: 4  
    in deaf education: 2  
Handicap: Hearing-impaired  
Interests/hobbies: Sports, music,  
    reading (history)

NEW YORK

Louis W. Frillmann, Team Leader  
Director of Curriculum  
Mill Neck Manor  
Mill Neck, N. Y. 11765

James McCarthy  
Guidance Counselor-Junior High  
Mill Neck Manor  
Mill Neck, N. Y. 11765

Peter W. Minnick  
Teacher, Independent Living Skills  
Work Experience Coordinator  
Mill Neck Manor  
Mill Neck, N. Y. 11765

Judith I. Ruderman  
Counseling  
Mill Neck Manor  
Mill Neck, N. Y. 11765

Mill Neck Manor School for the Deaf

Education level: M.A. + 40  
Years experience in education: 29  
    in present position: 3  
    in career education: 11  
    in deaf education: 11

Education level: M.A. + 55  
Years experience in education: 7  
    in present position: 1  
    in career education: 2  
    in deaf education: 7  
Interests/hobbies: sports, fishing,  
travel, audio-video equipment,  
sign language

Education level: M.A. + 30  
Years experience in education: 14  
    in present position: 1  
    in career education: 2  
    in deaf education: 14  
Handicap: Hearing impaired  
Interests/hobbies: fishing, golf,  
paddle tennis, skiing

Education level: M.A., M.S.  
Years experience in education: 2  
    in present position: 2  
    in career education: 2  
    in deaf education: 2  
Interests/hobbies: reading, music,  
art, crafts, travel

NEW YORK

Rochester School for the Deaf

Joan M. Dickson  
Director of Residence  
Rochester School for the Deaf  
1545 St. Paul St.  
Rochester, N. Y. 14621

Education level: M.A.  
Years experience in education: 7  
    in present position: 4  
    in deaf education: 7  
Handicap: Hearing impaired  
Interests/hobbies: reading, plants,  
    drama

P. K. Heffernan, Team Leader  
Curriculum & Career Development  
Coordinator  
Rochester School for the Deaf  
1545 St. Paul St.  
Rochester, N. Y. 14621

Education level: M.A.  
Years experience in education: 11  
    in present position: 3  
    in career education: 5  
    in deaf education: 11  
Interests/hobbies: pursuing doctorate,  
    ski patrol

Ed. Niedzialek  
Supervisor Voc. Ed. and  
Off Campus Programs  
Rochester School for the Deaf  
1545 St. Paul St.  
Rochester, N. Y. 14621

Education level: B.A. + 50  
Years experience in education: 14  
    in present position: 10  
    in career education: 5  
    in deaf education: 14  
Interests/hobbies: tennis, golf,  
    making furniture, backgammon

Larry H. Scofield  
Vocational Guidance Counselor  
Rochester School for the Deaf  
1545 St. Paul St.  
Rochester, N. Y. 14621

Education level: M.A.  
Years experience in education: 23  
    in present position: 4  
    in career education: 2  
    in deaf education: 23  
Handicap: Hearing impaired  
Interests/hobbies: hunting, fishing,  
    community service



NEW YORK

St. Mary's School for the Deaf

Marilyn Amo  
Teacher, Math & Science  
St. Mary's School for the Deaf  
2253 Main Street  
Buffalo, NY 14214

Education level: M.A.  
Years experience in education: 8  
    in present position: 3  
    in deaf education: 3  
Interests/hobbies: photography,  
                    plants, crafts

• Martin Florsheim  
Supervising Teacher, Secondary Dept.  
St. Mary's School for the Deaf  
2253 Main Street  
Buffalo, NY 14214

Education level: M.A. + 16  
Years experience in education: 5  
    in present position: 2  
    in deaf education: 5  
Handicap: Hearing impaired  
Interests/hobbies: volleyball,  
                    stamp collection

Sam Taneff, Team leader  
Vocational Principal  
St. Mary's School for the Deaf  
2253 Main Street  
Buffalo, NY 14214

Sister Loretta Young  
Supervising Teacher- Elementary Dept.  
St. Mary's School for the Deaf  
2253 Main Street  
Buffalo, NY 14214

Education level: M.A. (2)  
Years experience in education: 29  
    in present position: 19  
    in deaf education: 29  
Interests/hobbies: camping, biking,  
                    gardening

RHODE ISLAND

Rhode Island School for the Deaf

James F. Cooney, Team Leader  
Supervising Teacher  
Rhode Island School for the Deaf  
Providence, RI 02908

Education level: M.A.  
Years experience in education: 17  
    in present position: 7  
    in deaf education: 17  
Interests/hobbies: golf, sports

Victor Milroy  
Sr. Voc. Rehab. Counselor  
Vocational Rehabilitation of R.I.  
Rhode Island School for the Deaf  
Providence, RI 02908

Education level: M.A.  
Years experience in education: 9  
    in present position: 9  
    in deaf education: 5  
Interests/hobbies: music, hiking,  
    sailing, scouting

Geri Tebo  
Rehabilitation Counselor  
Rhode Island Division of  
    Vocational Rehabilitation  
Rhode Island School for the Deaf  
Providence, RI 02908

Education level: M.A.  
Years experience in education  
    in present position: 6  
Interests/hobbies: piano, writing

David B. Vryhof  
Elementary Teacher  
Rhode Island School for the Deaf  
Providence, RI 02908

Education level: M.A.  
Years experience in education: 5  
    in present position: 1  
    in deaf education: 4  
Interests/hobbies: music, running,  
    reading

Region II

DISTRICT OF COLUMBIA

Kendall Demonstration Elementary School

Lynn Gelzer  
Kendall Demonstration Elem. School  
Kendall Green, Washington, D.C. 20002

Carl J. Kirchner  
California State University- Northridge  
18111 Nordhoff Street  
Northridge, CA 91330

Education level: M.A. + 30  
Years experience in education: 20  
in present position: new  
in deaf education: 20

Ben F. Provance, Team leader  
Coordinator for Career Education  
Kendall Demonstration Elementary School  
Kendall Green, Washington, D.C. 20002

Education level: M.A. + 9  
Years experience in education: 15  
in present position: 1  
in career education: 4  
in deaf education: 11  
Interests/hobbies: reading, food,  
collecting art work

Ingrid Willenz-Isaacs  
Kendall Demonstration Elem. School  
Kendall Green, Washington, D.C. 20002

DISTRICT OF COLUMBIA

Model Secondary School for the Deaf

Carol Beckman  
Supervising teacher  
Model Secondary School for the Deaf  
Gallaudet College, Kendall Green  
Washington, D.C. 20002

JoAnn L. Brown  
Counseling  
Model Secondary School for the Deaf  
Gallaudet College, Kendall Green  
Washington, D.C. 20002

Education level: M.A.  
Years experience in education: 10  
    in present position: 2  
    in career education: 5  
    in deaf education: 2  
Interests/hobbies: fiber arts, fine arts,  
kids, renovation/restoration, skiing

Dennis Downey  
English teacher  
Model Secondary School for the Deaf  
Gallaudet College, Kendall Green  
Washington, D.C. 20002

Education level: M.A.  
Years experience in education: 11  
    in present position: 2  
    in career education: 4  
    in deaf education: 11

Deborah D. Elliott  
Resident Advisor for Seniors  
Model Secondary School for the Deaf  
Gallaudet College, Kendall Green  
Washington, D.C. 20002

Education level: M.A. + 90  
Years experience in education: 1  
    in present position: 1  
    in career education: 1  
    in deaf education: 6  
Handicap: Hearing impaired  
Interests/hobbies: reading, photography,  
arts and crafts

Rosie C. Freeman  
Coordinator, Admissions and Records  
Model Secondary School for the Deaf  
Gallaudet College, Kendall Green  
Washington, D.C. 20002

Years experience in education: 9  
    in present position: 1  
    in deaf education: 9  
Interests/hobbies: reading, sewing,  
crafts

Robert Mobley, Team leader  
Principal  
Model Secondary School for the Deaf  
Gallaudet College, Kendall Green  
Washington, D.C. 20002

## PENNSYLVANIA

## Pennsylvania School for the Deaf

Joseph Balkovec, °Team Leader  
Staff Support: Work/ Study Coordinator  
Pennsylvania School for the Deaf  
7500 Germantown Ave.  
Philadelphia, PA 19119

Education level: M.A.  
Years experience in education: 3  
    in present position: 1  
    in career education: .3  
    in deaf education: 3  
Interests/hobbies: Tennis, travel,  
    photography

Kerry Goldstein  
Teacher, T.A.S.C. Independent  
    Living Skills  
Pennsylvania School for the Deaf  
7500 Germantown Ave.  
Philadelphia, PA 19119

Education level: B.A.  
Years experience in education: 4  
    in present position: 4  
    in deaf education: 4  
Interests/hobbies: Music, dance, art,  
    camping, sports (swimming, baseball  
    football)

Margaret Quinn  
Dormitory Counselor  
Pennsylvania School for the Deaf  
7500 Germantown Ave.  
Philadelphia, PA 19119

Years in present position: 1  
Interests/hobbies: Sports, reading

Donald E. Rhoten  
Assistant Headmaster  
Pennsylvania School for the Deaf  
7500 Germantown Ave.  
Philadelphia, PA 19119

Education level: M.A. + 32  
Years experience in education: 8  
    in deaf education: 8  
Handicap: Hearing impaired  
Interests/hobbies: tennis, skiing,  
    camping

Jill F. Schwartz  
Teacher, English; Reading -  
    Upper School  
Pennsylvania School for the Deaf  
7500 Germantown Ave.  
Philadelphia, PA 19119

Education level: M.A.  
Years experience in education: 4  
    in present position: 4  
    in deaf education: 4  
Interests/hobbies: tennis, reading,  
    needlepoint

PENNSYLVANIA

Scranton State School for the Deaf

Dorothy M. Bambach  
School Counselor  
Scranton State School for the Deaf  
1800 N. Washington Avenue  
Scranton, PA 18509

Educational level: M.A. + 40  
Years experience in education: 10  
    in present position: 4  
    in career education: 4  
    in deaf education: 10  
Interests/hobbies: plants, piano

Marilyn Galloway  
ILP/Career-Vocational Education Specialist  
Scranton State School for the Deaf  
1800 N. Washington Avenue  
Scranton, PA 18509

Educational level: M.A.  
Years experience in education: 15  
    in present position: 1  
    in career education: 10  
    in deaf education: 12  
Interests/hobbies: lots

Victor H. Galloway, Team leader  
Superintendent  
Scranton State School for the Deaf  
1800 N. Washington Avenue  
Scranton, PA 18509

Education level: Doctorate  
Years experience in education: 14  
    in present position: 1  
    in career education: 11  
    in deaf education: 14  
Handicap: hearing impaired  
Interests/hobbies: public relations  
    advocacy (deafness)

Gary H. Shoener  
Teacher, Sec. Ed. - Math  
Scranton State School for the Deaf  
1800 N. Washington Avenue  
Scranton, PA 18509

Education level: M.A.  
Years experience in education: 5  
    in present position: 5  
    in deaf education: 5  
Interests/hobbies: tennis, skiing

Region III

ILLINOIS

Low Interest Cooperative Agreement (LICA)

Gail T. Bedessem, Team Leader  
Teacher, Career/Vocational  
John Hersey High School  
Arlington Heights, IL 60004

Education level: M.A.  
Years experience in education: 5  
in present position: 5  
in career education: 5  
in deaf education: 6  
Interests/hobbies: theater, film  
swimming, dancing

Rhonda Goldstein  
Support Staff, Social Work  
Niles High School  
Niles, IL 60648

Education level: M.A.  
Years experience in education: 1  
in present position: 1

Karen O'Conner  
Teacher, Hearing Impaired-Social Studies  
River Trails Jr. High  
Mt. Prospect, IL 60056

Education level: M.A.  
Years experience in education: 11  
in present position: 7  
in career education: 3  
in deaf education: 11  
Interests/hobbies: reading, cooking,  
coaching cross country

ILLINOIS

Whitney Young High School

Philip Boudreau, Team Leader  
Teacher, Prevocational  
Self Contained Class  
Whitney Young H.S.  
Chicago, IL 60607

Education level: B.A. + 16  
Years experience in education: 7  
    in present position: 5  
    in career education: 2  
    in deaf education: 7  
Interests/hobbies: magic, computers (CAI)

Juanita C. Dyson  
Teacher, Prevocational  
Self Contained Class  
Whitney Young H.S.  
Chicago, IL 60607

Education level: M.A.  
Years experience in education: 16  
    in present position: 4  
    in career education: 2  
    in deaf education: 11  
Interests/hobbies: camping and outdoor activities,  
    sewing, reading, gardening

Linda B. McElhany  
Guidance Counselor  
Whitney Young H.S.  
211 S. Laflin  
Chicago, IL 60607

Education level: M.A. + 3  
Years experience in education: 6  
    in present position: 3  
    in career education: 3  
    in deaf education: 6

Roger G. Stewart  
Teacher, Industrial Education  
Whitney Young H.S.  
211 S. Laflin  
Chicago, IL 60607

Education level: M.A. + 20  
Years experience in education: 16  
    in present position: 5  
    in career education: 5  
    in deaf education: 5  
Interests/hobbies: Photography, bowling



## INDIANA

## Indiana School for the Deaf

Norman Beam  
Supervising Teacher  
Indiana School for the Deaf  
1200 East 42nd Street  
Indianapolis, IN 46205

Education level: M.A. + 65  
Years experience in education: 12  
in present position: 2  
in deaf education: 11

Linda Lee Lloyd  
Teacher, Business Education  
Indiana School for the Deaf  
1200 East 42nd Street  
Indianapolis, IN 46205

Education level: M.A.  
Years experience in education: 7  
in present position: 6  
in deaf education: 6  
Interests/hobbies: sports, music

Stephen Dee Rirner  
Coordinator of Interdisciplinary  
Coop Training  
Indiana School for the Deaf  
1200 East 42nd Street  
Indianapolis, IN 46205

Education level: M.A. + 12  
Years experience in education: 8  
in present position: 3  
in career education: 3  
in deaf education: 5  
Interests/hobbies: sports, photography  
camping, other outdoors

Nancy J. Smith, Team Leader  
Vocational Psychologist  
Indiana School for the Deaf  
1200 E. 42nd Street  
Indianapolis, IN 46205

Education level: Doctorate  
Years experience in education: 21  
in present position: 1  
in deaf education: 3  
Interests/hobbies: music, golf,  
horseback riding

MICHIGAN

Michigan School for the Deaf

Janice I. Blanck, Team Leader  
Vocational Specialist, Counseling,  
Job Placement  
Michigan School for the Deaf  
W. Court and Miller Rd.  
Flint, MI 48502

Education level: M.A. + 5  
Years experience in education: 8  
in present position: 2  
in career education: 2  
in deaf education: 8

Janet Henry  
Teacher  
Michigan School for the Deaf  
W. Court and Miller Rd.  
Flint, MI 48502

Education level: B.A. + 14  
Years experience in education: 12  
in deaf education: 12

James L. Mall  
Vocational Education Teacher  
Michigan School for the Deaf  
W. Court and Miller Rd.  
Flint, MI 48502

Education level: M.A. + 10  
Years experience in education: 24  
in present position: 24  
in career education: 5  
in deaf education: 24  
Interests/hobbies: jogging, swimming,  
most sports

Jerri L. Rose  
Teacher, Bus. Educ. Voc. Evaluation  
Michigan School for the Deaf  
W. Court and Miller Rd.  
Flint, MI 48502

Education level: M.A.  
Years experience in education: 15  
in present position: 14  
in career education: 15  
in deaf education: 14  
Interests/hobbies: crocheting, bowling,  
most crafts

MISSOURI

Missouri School for the Deaf

Joe Ready  
Voc. Teacher, Painting & Furniture  
Refinishing  
Missouri School for the Deaf  
Fulton, MO 65251

Education level: B.A. + 20  
Years experience in education: 4  
in present position: 2  
in career education: 2  
in deaf education: 2  
Interests/hobbies: automobiles, home repair,  
stamps, fish-aquariums

Eldon E. Shipman, Team leader  
Vocational Principal  
Missouri School for the Deaf  
Fulton, MO 65251

MISSOURI

St. Louis Special School District

Harry Bahr, Team Leader  
Spec. School Dist. of St. Louis County  
12110 Clayton Road  
Town's Country, MO 63131

Darrell D. Ellsworth  
Supervisor, T.C. Program/Deaf and  
Blind Program  
Litzsinger School  
St. Louis, MO 63124

Education level: M.A.  
Years experience in education: 17  
in present position: 9  
in deaf education: 17  
Interests/hobbies: Interpreting for the Deaf

Betsy Frick  
Career Ed. Resource Teacher  
Special School District  
Central County School  
10900 Ladue Rd.  
St. Louis, MO 63141

Education level: M.A.  
Years experience in education: 14  
in present position: 2  
in career education: 2  
in deaf education: 12

Arthur L. Kelley  
Supervisor/Speech, Language  
Development  
Hudson School  
St. Louis, MO 63119

Education level: M.A.

Kay Kiernan  
Hearing Clinician  
Special School District  
Central Office  
St. Louis, MO 63141

Education level: M.A.  
Years experience in education: 12  
in present position: 1  
in deaf education: 12  
Interests/hobbies: reading

OHIO

St. Rita School for the Deaf

Gregory Ernst, Team Leader  
Teacher; English, Government  
St. Rita School for the Deaf  
Cincinnati, OH 45215

Ruthanne Grant  
Guidance Counselor  
St. Rita School for the Deaf  
1720 Glendale Milford  
Cincinnati, OH 45215

Peggy Kenney  
Teacher, Math, Science, Home Economics  
St. Rita School for the Deaf  
1720 Glendale Milford  
Cincinnati, OH 45215

Janice L. Melfi  
Teacher, English  
St. Rita School for the Deaf  
1720 Glendale Millford  
Cincinnati, OH 45215

Education level: M.A. + 9  
Years experience in education: 18  
    in present position: 3  
    in career education: 9  
    in deaf education: 3  
Interests/hobbies: dancing, music,  
                    reading

Education level: M.A. + 16  
Years experience in education: 11  
    in present position: 7  
    in career education: 5  
    in deaf education: 7  
Interests/hobbies: theater, volleyball,  
                    sports, needlepoint

Education level: M.A.  
Years experience in education: 9  
    in present position: 4  
    in career education: 2  
    in deaf education: 9  
Interests/hobbies: piano, crafts,  
                    volleyball, racketball, antiques

TENNESSEE

Memphis City School District

Elaine B. Friedman, Team leader  
Teacher, Job Readiness  
White Station High  
Memphis, TN 38117

Education level: M.A.  
Years experience in education: 5  
in present position: 5  
in career education: 5  
in deaf education: 5  
Interests/hobbies: reading, crocheting,  
needlepoint

Neal Newland  
State Dept. of Education Counselor  
Div. of Voc. Rehab. RCD  
State Office Building, 8th Floor  
170 North Main Street  
Memphis, TN 38103

Education level: M.A.  
Years experience in education: 5  
in voc. rehab.: 11  
Interests/hobbies: amateur radio,  
gardening (veg).

Queen T. Smith  
Elementary Teacher  
Lincoln Elementary School  
Memphis, TN 38106

Education level: M.A.  
Years experience in education: 12  
in present position: 12  
in deaf education: 12  
Interests/hobbies: traveling, cooking

WISCONSIN

Dagny D. Bergstrom, Team Leader  
Academic Supervisor  
Wisconsin School for the Deaf  
Delavan, WI 53115

Wisconsin School for the Deaf

Education level: M.A. + 36  
Years experience in education: 17  
    in present position: 4  
    in deaf education: 17  
Interests/hobbies: reading, folk dancing,  
    photography, silversmithing, art

Region IV

ARIZONA

Phoenix Day School for the Deaf

Karol R. Brecheisen  
Elementary teacher  
Phoenix Day School for the Deaf  
Phoenix, AZ 85021

Education level: M.A. + 30  
Years Experience in education: 8  
    in present position: 3  
    in deaf education: 8  
Interests/hobbies: swimming, piano  
                    singing, photography, reading

Donna L. Farman  
Support Staff-Childrens' literature &  
Special teaching/all levels  
Phoenix Day School for the Deaf  
Phoenix, AZ 85021

Education level: B.A.  
Years Experience in education: 24  
    in present position: 1½  
    in deaf education: 24  
Interests/hobbies: swimming, crafts,  
                    sports

Yita Harrison  
Teacher, Language, Reading, Social Studies  
Phoenix Day School for the Deaf  
Phoenix, AZ 85021

Education level: B.A. + 35  
Years Experience in education: 20  
    in present position: 8  
    in deaf education: 20  
Handicap: Hearing impaired  
Interests/hobbies: Reading, cards,  
                    needlecraft

Janet Miracle, Team leader  
Supervising Teacher Elementary & PreSchool  
Phoenix Day School for the Deaf  
Phoenix, AZ 85021

Education Level: M.A. + 81  
Years Experience in education: 13  
    in present position: 3  
    in career education: 7  
    in deaf education: 10



CALIFORNIA

California School for the Deaf  
Fremont

Michael R. Finneran  
Student Program Coordinator  
California School for the Deaf-Fremont  
39350 Gallaudet Drive  
Fremont, CA 94538

Education Level: M. A.  
Years experience in education: 6  
in present position: 1  
in deaf education: 6  
Handicap: Hearing impaired  
Interests/hobbies: golfing,  
reading

Vincent Irwin  
Teacher: Language Arts, Social Studies  
California School for the Deaf- Fremont  
39350 Gallaudet Drive  
Fremont, CA 94538

Education level: M.A.  
Years experience in education: 19  
in present position: 2  
in career education: 2  
in deaf education: 19  
Interests/hobbies: fishing, reading,  
gardening, refinishing furniture

Marcia Rothstein, Team Leader  
Work Study Coordinator  
California School for the Deaf- Fremont  
39350 Gallaudet Drive  
Fremont, CA 94538

LaVerne Schlutt  
Teacher-Vocational Sewing  
California School for the Deaf- Fremont  
39350 Gallaudet Drive  
Fremont, CA 94538

Education level: M.A. + 15  
Years experience in education: 15  
in present position: 3  
in deaf education: 3  
Interests/hobbies: Music, crafts

CALIFORNIA

California School for the Deaf - Riverside

Dan Leinbach  
Career Education Coordinator  
California School for the Deaf - Riverside  
3044 Horace St.  
Riverside, CA 92506

Education level: M.A. + 45  
Years experience in education: 17  
    in present position: 1  
    in career education: 1  
    in deaf education: 17  
Interests/hobbies: woodworking, summer  
    residential camping.

Denyse J. Raskin  
Guidance Counselor  
California School for the Deaf - Riverside  
3044 Horace St.  
Riverside, CA 92506

Education level: M.A. + 16  
Years experience in education: 8  
    in present position: 1  
    in career education: 1  
    in deaf education: 5  
Interests/hobbies: traveling, cooking,  
    reading, dancing, horseback riding,  
    meeting new people

Steven A. Shouse, Team leader  
Vocational Principal  
California School for the Deaf - Riverside  
3044 Horace St.  
Riverside, CA 92506

Education level: M.A. + 7  
Years experience in education: 12  
    in present position: 4  
    in career education: 3  
    in deaf education: 12  
Interests/hobbies: woodworking, biking,  
    jogging, coaching youth sports

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CALIFORNIA

SELACO - Downey High School

Bob Howell  
Principal  
SELACO - Downey High School  
Downey, CA 90241

Education level: Doctorate  
Years experience in education: 14  
    in present position: 1  
    in career education: 10  
    in deaf education: 10  
Interests/hobbies: jogging, good food, art,  
    reading, travel

Leonard Meyer  
Teacher, Middle, Jr. High  
SELACO - Downey High School  
Downey, CA 90241

Education level: M.A.  
Years experience in education: 13  
    in present position: 10  
    in career education: 3  
    in deaf education: 13  
Interests/hobbies: Social service, cars,  
    photography  
Handicap: Hearing impaired

Sheri Nesses  
Support Staff, placement, career guidance  
SELACO - Downey High School  
Downey, CA 90241

Education level: M.A.  
Years experience in education: 18  
    in present position: 2  
    in career education: 2  
    in deaf education: 1  
Interests/hobbies: jogging, tennis

Carolyn Rowland, Team leader  
Teacher, Work Experience/Coordinator  
SELACO - Downey High School  
Downey, CA 90241

Education level: M.A. + 9  
Years experience in education: 12  
    in present position: 5  
    in career education: 10  
    in deaf education: 10  
Interests/hobbies: China painting, tennis,  
    running

COLORADO

Colorado School for the Deaf

Glenn Frakes

Supervisor, vocational program  
Colorado School for the Deaf  
Kiowa and Institute Sts.  
Colorado Springs, CO 80903

Education level: M.A.

Years experience in education: 29  
in present position: 15  
in career education: 15  
in deaf education: 15

Interests/hobbies: Fishing, Furniture  
repair

Cathy Metz-Tropiano

Teacher, Special Needs-Lower School  
Colorado School for the Deaf  
Kiowa and Institute Sts.  
Colorado Springs, CO 80903

Education level: M.A. + 32

Years experience in education: 3  
in present position: 2  
in deaf education: 3

Interests/hobbies: outdoor activities

Nathan E. Sims (Nick), Team leader

Teacher, Industrial Arts  
Colorado School for the Deaf  
Kiowa and Institute Sts.  
Colorado Springs, CO 80903

Education level: Bachelor's

Years experience in education: 7  
in present position: 7  
in deaf education: 7

Interests/hobbies: golf, bowling,  
calligraphy, woodworking, art

NEVADA

Clark County School District

Lew Edwards  
Vocational Counselor  
Clark County  
Las Vegas, NV 89109

Education level: M.A.  
Years experience in education: 20  
    in present position: 8  
    in career education: 8  
Interests/hobbies: jogging, sports

Louella J. Keenan  
Teacher, Deaf-T.C. Intermediate  
Ruby S. Thomas Elementary  
Las Vegas, NV 89106

Education level: M.A.  
Years experience in education: 3  
    in present position: 3  
    in career education: 3  
Interests/hobbies: reading, sewing and hand  
    crafts, cooking, limited plant work

Debra L. Payne,  
Teacher, Language and resource  
Orr Jr. High  
Las Vegas, NV 89109

Education level: B.A. + 20  
Years experience in education: 3  
    in present position: 3  
    in deaf education: 3  
Interests/hobbies: sports, sewing

Helen L. Smith, Team leader  
Coordinator, Deaf and Hard of Hearing Program  
1560 E. Cherokee Lane  
Las Vegas, NV 89109

Education level: M.A.  
Years experience in education: 16  
    in present position: 2  
    in deaf education: 13  
Interests/hobbies: needlepoint, crochet,  
    gardening

NEW MEXICO

New Mexico School for the Deaf

Lynnnann Barbero  
Teacher, Reading-Elementary Subjects  
New Mexico School for the Deaf  
1060 Cerrillos Road  
Santa Fe, New Mexico 87501

Education level: B.A. + 12  
Years experience in education: 4  
    in present position: 4  
    in deaf education: 4  
Interests/hobbies: reading, cooking,  
embroidery, sports

Betty Bell-Amarant, Team leader  
Support Staff, Guidance counselor  
New Mexico School for the Deaf  
1060 Cerrillos Road  
Santa Fe, New Mexico 87501

Education level: M.A. + 10  
Years experience in education: 3  
    in present position: 2  
    in deaf education: 3  
Interests/hobbies: skiing, hiking,  
reading, handwork

Robert M. Edwards  
Supervising teacher, Jr./Sr. HS.  
New Mexico School for the Deaf  
1060 Cerrillos Road  
Santa Fe, New Mexico 87501

Education level: M.A. + 30  
Years experience in education: 18  
    in present position: 5  
    in career education: 3  
    in deaf education: 18  
Interests/hobbies: skiing, music, hiking

Deborah Kruhm  
Teacher/Home Economics & Personnel  
Family Life  
New Mexico School for the Deaf  
1060 Cerrillos Road  
Santa Fe, New Mexico 87501

Education level: M.A.  
Years experience in education: 11  
    in present position: 10  
    in deaf education: 10  
Interests/hobbies: sewing, gardening

UTAH

Utah School for the Deaf

Bradford B. Blair  
Dean of Students, T.C. Div. -  
Residential  
Utah School for the Deaf  
846 20th Street  
Ogden, Utah 84401

Education level: A.A.  
Years experience in education: 1  
in present position: 1  
in deaf education: 1  
Interests/hobbies: reading, music,  
travel, swimming

Robert W. Fletcher, Team leader  
Curriculum Coordinator/Career Education  
Utah School for the Deaf  
846 20th Street  
Ogden, Utah 84401

Education level: M.A. + 70  
Years experience in education: 18  
in present position: 13  
in career education: 13  
in deaf education: 16  
Interests/hobbies: art, reading, tennis,  
swimming, sight seeing

Claron B. Haglund  
Teacher, Home Economics  
Utah School for the Deaf  
846 20th Street  
Ogden, Utah 84401

Education level: B.A. + 45  
Years experience in education: 20  
in present position: 12  
in career education: 20  
in deaf education: 12  
Interests/hobbies: reading

Nancy Jacobsen  
Teacher, Jr. High  
Churchill Jr. High  
1600 E. 480 Street  
Salt Lake City, Utah

Education level: M.A.  
Years experience in education: 4  
in present position: 1  
in deaf education: 4



National Project on Career Education

NPCE National Training Team

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NPCE

Regional Workshops and Trainers  
Fall 1979

<u>Region</u>	<u>Host Site</u>	<u>Dates</u>	<u>Trainers</u>
I	Rochester, N. Y.	Sept. 30-Oct. 4	Judy Egelston-Dodd Jinny Johnson Harry Lang Ed Maruggi
II	Washington, D.C.	October 14-18	Judy Egelston-Dodd Jim Kersting Harry Lang Ed Maruggi Vivian Rice
III	St. Louis, MO	November 6-10	Marie Egbert Judy Egelston-Dodd Jim Kersting Harry Lang Rich Steffan
IV	Berkeley, CA	November 16-20	Jake Arcanin Marianne DeLuca Marie Egbert Judy Egelston-Dodd Jinny Johnson Ed Maruggi Rich Steffan Vivian Rice

NATIONAL PROJECT ON CAREER EDUCATION

TRAINING TEAM

Jake Arcanin  
Assistant Superintendent  
California School for the Deaf-  
Fremont  
39350 Gallaudet Drive  
Fremont, CA 94538

Karen Conner  
Associate Professor  
Division of Business Careers  
National Technical Institute for the Deaf  
One Lomb Memorial Drive  
Rochester, NY 14623  
Education:  
Doctoral candidate, SUNY at Buffalo  
M.A.(Special Ed.) Ball State Univ.  
B.S.(Speech & Hearing Therapy) Ball SU

Marianne DeLuca  
Curriculum Coordinator  
California School for the Deaf-  
Fremont  
39350 Gallaudet Drive  
Fremont, CA 94538  
Education:  
M.S. (Curriculum) California SU-  
Hayward  
30 units (Educ) Ohio SU-Columbus,  
California SU-San Francisco & Hayward  
B.S. (Speech Therapy) Bowling Green U

Experience:  
Assoc. Prof. NTID, 1971 to present  
Coordinator, 1967-1971  
Business Tchr., 1967-1971  
Adjunct Instr., 1972

Interests:  
Racquetball, crafts, women's  
softball, reading

Experience:  
Coord. of Curric. Dev. Workshops,  
all areas, 1976-79  
Curric. Coord.: Supervisor, 1976-79  
California School for the Deaf, Berkeley  
H.S. Adjustment Tchr., 1972-76,  
California School for the Deaf  
Classroom Teacher of the Deaf, 1952-72;  
CA, OH, Barstow, Jr. H.S.,  
Occoquan H.S.

Interests:  
Writing language materials for  
and increasing career level  
aspirations of deaf students,  
collecting antiques/studying  
fine art, tennis, skiing

Marie Egbert  
Ph.D. Candidate-Colorado State Univ.  
404 Duke Lane  
Fort Collins, CO 80525

Education:

PH.D. in progress (Voc. Ed.) Colorado SU  
Master of Education-Colorado State U.  
Grad. courses: E. Wash. Univ.; Gallaudet;  
Black Hills St. College; Colorado SU  
U. of Colorado Springs; Adams St. College  
B.S. (Math Ed.,) Augustana College

Experience:

Tchr. SD School for the Deaf  
Tchr. CO School for the Deaf & Blind  
Sign Lang. Tchr.-CO, TV news  
Broadc. & interpreting-Spokane, WA,  
Interpreting-SD, CO & WA, Consultant-  
Science Prog.-Jr. HS for hearing  
impaired-Fort Collins, CO

Interests:

Backpacking, cross country skiing,  
travel, jogging, sign language  
improvement & development, cooking,  
religious activities

Judy Egelston-Dodd  
Coordinator, MSSD/NTID NPCE  
National Technical Institute for the Deaf  
One Lomb Memorial Drive  
Rochester, NY 14623

Education:

Ed.E. (Science Ed.) SUNY at Buffalo  
M.S. (Biology) SUNY at Albany  
B.S. (Biology) SUNY at Albany  
National Science Foundation Instit.

Experience:

Curriculum Developer, 1975-78  
Project Coord. Inservice Trng.,  
U. of Rochester, 1974-75  
Proj. Coord., Rochester SD, 1973-74  
Assist. Prof., SUNY-Geneseo, 1970-73  
Instr., SUNY-Buffalo, 1968-69  
Science Tchr., NY & MI 1962-67

Interests:

Country music, running, women's  
issues in general

Jinny Johnson  
Planning Specialist, Pre-College Programs  
Gallaudet College  
7th and Florida Avenue, N.E.  
Washington, DC 20002

Education:

M.A. (Educational Admin.) U. of MD  
B.A. (English and Library Sci.,) WV U.  
Coursework in Deaf Ed. & Library Sci.

Experience:

School Librarian, Materials Spec.  
and CE Coord. at KDES: Planning  
Spec./Outreach Unit, PreCollege  
Program; Dev. of Basic Skills Curr.  
at KDES; Computer appl. for Curr. &  
Materials Dev. and design of CE In-  
structional materials; develop. of CE  
Scope & Sequence; CE Planning Model/  
KDES; CE staff Dev. & trng; Production  
of CE Resource Guide

Interests:

(Prof.) Workshop & trng. activities w/  
tchrs. & admin., writing children's  
literature, Prog. devl in CE  
(Personal) Bicycle touring, writing,  
dancing, handicrafts, oil painting,  
backpacking

James L. Kersting  
Chr., Career Exploration Program  
National Technical Institute for the Deaf  
One Lomb Memorial Drive  
Rochester, NY 14623

Education:

Orientation to Deafness, U of TN, 1971  
M.S.(Voc. Rehab.) St. Cloud SU, 1969  
B.A.(Psych. Soc.) St. Cloud SU, 1968

Experience:

Voc. Rehab. Counselor, State of WI-  
2 yrs., NTID Counselor-7 yrs., Staff  
Chr.-Career Explor. Focused on Prog.  
dev., Admin. of SIGI & NPCE

Interests:

Career Dev. & CE issues, outdoor  
experiential educ. for handicapped  
students

Harry C. Lang  
Associate Professor, Physics  
National Technical Institute for the Deaf  
One Lomb Memorial Drive  
Rochester, NY 14623

Education:

Ed.D.(Science) U. of Rochester  
M.S.(Electronics Eng.) RIT  
B.S.(Physics) Bethany College, WV

Experience:

Resource person-Am. Assoc. for Ad-  
vancement of Sci. Spec. Proj. on  
Handicapped in Sci.: Spec. Ed. Comm.  
on Testing & Eval. of Hc. Students  
in Sci.-Chr.(Sci. for Hc. Assoc.);  
Comm. on Hc. Persons-School & Prog.  
Eval. Div.-Amer. Ed. Research Assoc.

Handicap: Hearing impaired

Interests:

Criterion-Referenced testing, curr.  
& tchg. strategies for Hc. students  
in Science.

Edward A. Maruggi  
Division Director  
Engineering and Science  
National Technical Institute for the Deaf  
One Lomb Memorial Drive  
Rochester, NY 14623

Education:

Ph.D.(Voc. Ed. Admin.) U. of MN, 1974  
Ed.Masters(Voc/Tech. Ed.) SUNY-Oswego,  
1972  
B.S.(Voc.Tech.Ed.) SUNY-Oswego, 1971  
AAS(Industrial Tech.) RIT, 1955

Experience:

25 yrs. Industrial exp-Engineering  
positions(17 yrs. for Gen. Dyn.-  
Electr. Div.); Design of electro-  
mechanical devices & equip.-military  
use; 8 yrs. F-111 Aerospace Gr. Equip.  
Prog.(5 yrs.-Eng. mgmt.); 8½ yrs.  
tchg/supervision NTID; E&CT Chr.-  
6 yrs.; Adjct. tchg. at RIT bacc. &  
grad. programs-12 yrs.

Interests:

Work related: Indiv. self-paced in-  
str., research proj., CE, writing,  
1980-81 sabbatical-Italy  
Leisure: jogging, sports, camping,  
wine making, physical fitness

Vivian Rice

Supervisor, Business Education  
Model Secondary School for the Deaf  
Gallaudet College.

Kendall Green  
Washington, DC 20002

Education:

Graduate study, Catholic U.  
M. Ed., Howard University  
B.S.(Business) SC State College

Richard C. Steffan, Jr.

Assistant to the Dean  
Model Secondary School for the Deaf  
Gallaudet College, Kendall Green  
Washington, DC 20002

Education:

Ed. D., U of So. CA  
Dissertation in progress-  
Parental Career Aspirations  
for Hearing Impaired Adoles.  
M.S.(Geography) Rutgers SU  
B.A.(Geography) Rutgers SU  
Additional coursework-U. of  
Rochester, U. of MD, Geo. Wash-  
ington U., Gallaudet College

David Updegraff

Assistant to the Vice President  
Pre-College Program  
Gallaudet College  
Kendall Green  
Washington, DC 20002

Experience:

tchr.-St. Helena HS, Frogmore, SC-  
2 yrs.; Stetson Jr HS, Phil, PA-1yr.;  
Capitol Business Coll., DC-1 yr.  
Tchr/Dept. Chr., MSSD-10 yrs.

Interests:

Cooking, bowling, interacting with  
people, reading

Experience:

Public/Parochial/college tchg.;  
Gallaudet (grad. level); Admin/Sup.;  
MSSD-5 yrs.; Educ. of Deaf-9 yrs.;  
CE-5 yrs. (CE ass't at MSSD):  
participated in conception & im-  
plementation of NPCE. Edited Proc.  
of Two National Working Conferences.

Interests:

Family life, plants & gardening,  
jogging/sports, church work, ex-  
change programs with other countries



National Project on Career Education

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State Career Education Coordinators

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STATE DIRECTORY of CONTACT PERSONS

for

CAREER EDUCATION

Alabama

Anita Barber  
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Department of Education  
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Maine

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Dept. of Education & Cultural Service  
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National Project on Career Education

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Existing Career Education Programs

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## EXISTING CAREER EDUCATION PROGRAMS

Atlanta Area School for the Deaf  
890 N. Indian Creek Drive  
Clarkston, GA 30021  
(404) 296-7101  
Contact: Grady Doster

The Boston School for the Deaf  
800 N. Main St.  
Randolph, MA 02368  
(617) 963-8150  
Contact: Patricia Bryant

California School for the Deaf-  
Fremont  
39350 Gallaudet Drive  
Fremont, CA 94538  
(415) 794-3666  
Contact: Jake Arcanin

California School for the Deaf-Riverside  
3044 Horace St.  
Riverside, CA 92506  
(714) 683-8140  
Contact: Steve Shouse

Ceres Unified School District  
P.O. Box 307  
Ceres, CA  
(209) 538-0145  
Contact: Eldon F. DeWitt

Charleston County Program for  
Hearing Impaired Students  
Berry, 250 Iroquois St.  
N. Charleston, SC 29406  
(803) 747-9383  
Contact: M. Seaborn

Clark County School District  
1560 E. Cherokee  
Las Vegas, NV 89109  
(702) 732-2803  
Contact: Helen L. Smith

Clarke School for the Deaf  
Round Hill Rd.  
Northampton, MA 01060  
(413) 584-3450  
Contact: George Pratt

Colorado School for the Deaf & Blind  
Kiowa and Institute St.  
Colorado Springs, CO 80903  
(303) 636-5186  
Contact: Nick Sims

Cooperative Educational Service Agency, #4  
P.O. Box 728  
Cumberland, WI 54829  
(715) 822-4711  
Contact: John F. Murray

Dallas Regional Day School for the Deaf  
3700 Ross Avenue  
Dallas, TX 75204  
(214) 826-0722  
Contact: Arlene Stein

Florida School for the Deaf and Blind  
P.O. Box 1209  
St. Augustine, FL 32084  
(904) 824-1654 ext. 322  
Contact: Robert J. Thompson

Governor Baxter School  
Mackworth Island  
Falmouth, ME 04105  
(207) 781-3165  
Contact: Robert Kelly

Idaho State School for the Deaf & Blind  
202 14th Avenue East  
Gooding, ID 93330  
(208) 934-4457  
Contact: Keith W. Tolzin

Iowa School for the Deaf  
1600 Hy. S. 275  
Council Bluffs, IA 51501  
(712) 366-0571, Sta 20  
Contact: Dennis Drake

John Hersey High School  
1900 East Thomas  
Arlington Heights, IL 60004  
(312) 259-8500 ex. 47  
Contact: Louise Wilson

Kendall Demonstration Elementary School  
7th and Florida N.E.  
Washington, D.C. 20002  
(202) 447-0621  
Contact: Ben Provance

Regional Program for the Deaf  
7910 S.E. Market  
Portland, OR 97213  
(503) 777-1445  
Contact: Sally Browder

Maryland School for the Deaf  
101 Clark Place  
Frederick, Maryland 21701  
(301) 662-4159  
Contact: David Denton

Rochester School for the Deaf  
1545 St. Paul St.  
Rochester, N. Y. 14621  
(716) 544-1240  
Contact: Patricia Heffernan

Model Secondary School for the Deaf  
Gallaudet College, Kendall Green  
Washington, D.C. 20002  
(202) 651-5800  
Contact: Richard C. Steffan

St. Mary's School for the Deaf  
2253 Main St.  
Buffalo, N. Y. 14214  
(716) 834-7200  
Contact: Sam Taneff

Montana School for the Deaf & Blind  
3911 Central Ave.  
Great Falls, Montana 59401  
(406) 453-1401  
Contact: Chris Dawson

Scranton State School for the Deaf  
1800 N. Washington Ave.  
Scranton, PA 18509  
(717) 961-4849  
Contact: Dorothy Rambach

New Mexico School for the Deaf  
1060 Cerrillos Road  
Sante Fe, NM 87501  
(505) 983-3321  
Contact: Robert Edwards and  
Ric Gonzales

SELACO - Downey H.S.  
11044 S. Brookshire Ave.  
Downey, CA 90241  
(213) 861-1218  
Contact: Carolyn Rowland

North Dakota School for the Deaf  
Devils Lake, ND 58301  
(701) 662-2328  
Contact: James R. Rainier

Special School District of St. Louis County  
12110 Clayton Rd.  
Town & Country, MO 63131  
(314) 567-3700 Ext. 241  
Contact: Robert Huskey

Oregon State School for the Deaf  
999 Locust Street N.E.  
Salem, Oregon 97301  
(503) 378-8481  
Contact: Leon Fuhrman

Sterck School for Hearing Impaired  
Chestnut Hill Rd./Cherokee Dr.  
Newark, DE 19713  
(302) 454-2302  
Contact: F. Eugene Thomure

Phoenix Day School for the Deaf  
1935 W. Hayward Avenue  
Phoenix, AS 85071  
(602) 255-3448  
Contact: J. Jay Farman

Texas School for the Deaf  
1102 S. Congress  
Austin, TX 78704  
(512) 442-7821 ext. 247  
Contact: Claire Bugen

Utah School for the Deaf and Blind  
846 20th St.  
Odgen UT 84401  
(801) 399-9631  
Contact: Bob Fletcher

Washington State School for the Deaf  
P.O. Box 5187  
Vancouver, WA 98663  
(206) 696-6294  
Contact: Matt Maas

Whitney M Young High School  
Hearing Impaired Program  
211 South Laflin St.  
Chicago, IL 60607  
(312) 641-8230  
Contact: Bettye R. Morton



National Project on Career Education

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Appendix: Existing Program Survey Data

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NAME OF INSTITUTION: Atlanta Area School for the Deaf  
ADDRESS: 890 N. Indiana Creed Dr., Clarkston, GA 30021

NAME OF INDIVIDUAL REPORTING INFORMATION: Grady Doster TITLE: Career Ed. Coord.  
TELEPHONE: 404-296-7101 VOICE X TTY \_\_\_\_\_ DATE: 12-3-79  
TITLE OF PROGRAM, PROJECT OR EVENT: Career Awareness Curriculum, PECE (middle school), Career Exploration Program (middle school), Career Development Courses (middle school)

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. Your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
  - 1.2 Numbers: preschool 53 primary 67 middle 20-28 jr. high 98 sr. high \_\_\_\_\_  
8 chrs 9 chrs 7 chrs 8 chrs
2. Instructional data (current X or projected \_\_\_\_\_)
  - 2.1 Actual class time of instruction: \_\_\_\_\_ hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class X? in specific classes? in middle school  
If specific classes - please identify which course areas are involved: pre-school/primary  
specific classes - please identify if these courses are academic \_\_\_\_\_ vocational \_\_\_\_\_ or both X  
2.2 class sizes: (is this limited by program restrictions of career education format? \_\_\_\_\_) explorative in nature  
but, ed., arts,  
H. Ec. career  
development, PECE  
6 - 1 or 8 - 1 usually
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 12 open or self-contained? 10
  - 3.2 utilization - is career education a full time or part time involvement? infused in pre-school/primary
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:  
all of the above

4. Staffing
  - 4.1 teachers in career ed (full time) 4 (part-time) 20 (% of time in teaching career ed 15%)
  - 4.2 para-professionals: 13 capacity or titles teacher aides
  - 4.3 other? librarian counselor \_\_\_\_\_ etc. media specialist (% of time in career ed? 5)
  - 4.4 teachers in career ed by department: academic \_\_\_\_\_ vocational \_\_\_\_\_  
No vocational dept. established

5. Equipment

- 5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)  
no purchased with career ed dollars for career ed program classrooms have this equipment  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time

Please identify:

6. Materials

- 6.1 program related (used by a class) for career ed purposes. E.g. kits, instructional manuals, etc.  
Picture Interest Exploration Survey, King Features Comics, desk-top career kits, Occupational Outlook Handbook, Dictionary of Occup. Titles, the Job Box, time clock, Acousthone filmstrips series, job exp. kit, interpretive
- 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)

interpretive filmstrip series, world at work kit, study prints, filmloops, video tapes, Hopewell books, the work series, the money series, pre-number arithmetic series, using dollars and sense, working

7. Training

- 7.1 pre-service education has been given X will be given \_\_\_\_\_ required? yes how much Afternoon workshops  
by whom? Career ed. coord & supervisors when last year
- 7.2 inservice education - has been given? X will be given? \_\_\_\_\_ required? X  
how much? \_\_\_\_\_ by whom? \_\_\_\_\_ when? \_\_\_\_\_

8. Other

- 8.1 additional support
  - 8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
in business and industry? Yes how? all underlined - and work samples eval. program

with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? \_\_\_\_\_ how?

- 8.1.2 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done? Through teacher meetings and through Grady Doster's  
contacts w/community members participating in P.E.C.E. work assignment locations in community

9. OUTCOMES OF CAREER EDUCATION EFFORTS: appreciation assembly weekly

10. Is there an ESEA Title I evaluation report on file and available? No.

11. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If yes, please indicate what they are.



COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

completed one phase (Awareness)

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
  - 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_ working on middle school
  - 1.3 training costs? \$ PECE training preservice costs? \$ \_\_\_\_\_ by state no cost, preservice by staff.
  - 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
  - 1.5 equipment: media equipment costs? used existing other equipment costs? \$ 500
  - 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc. ) \$ 3,500
  - 1.7 facilities: new buildings or changes? \$ None
- 1.4) Staff salaries approx. \$48,000 yearly, \$1500 printing materials \$3,000 yearly expense phase (exploration)
2. Operational costs
- 2.1 directional costs - specific director of career ed efforts? \$ 14,000
  - 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
  - 2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
  - 2.4 training - inservice costs? \$ \_\_\_\_\_
  - 2.5 salaries for career ed employees - fte costs? \$ 36,000 fringe benefits included? \_\_\_\_\_  
how much extra for other benefits? \_\_\_\_\_
  - 2.6 equipment replacement costs? under regular budget
  - 2.7 materials/supplies replacement cost? \$ 700 approx.
  - 2.8 facilities - operational and maintenance: (janitorial, career equipment repair, etc. ) under regular state budget
  - 2.9 contracted services cost? \_\_\_\_\_
  - 2.10 media services - required for ongoing of the project? media specialist-under state budget used for all areas of program
  - 2.11 transportation costs (field trips, busing, other incurred costs? \$ \$20,000

per year - approx.  
gas, bus maintain. drivers, ins. etc.

NAME OF INSTITUTION: The Boston School for the Deaf  
ADDRESS: 100 No. Main St., Randolph, MA. 02368

NAME OF INDIVIDUAL REPORTING INFORMATION: Patricia Bryant  
TELEPHONE: (617) 963-8150 VOICE  
TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_ TTY \_\_\_\_\_

TITLE: Curriculum Coordinator  
DATE: \_\_\_\_\_

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials: Aphasic, C.P.  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? Yes  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed? No
  - 1.2 Numbers: preschool \_\_\_\_\_ primary \_\_\_\_\_ middle 20 jr. high 20 sr. high \_\_\_\_\_  
(aphasic) (multi-handicapped)
2. Instructional data (current X or projected \_\_\_\_\_)
  - 2.1 Actual class time of instruction: \_\_\_\_\_ hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class Yes in specific classes? Yes middle aphasic  
If specific classes - please identify which course areas are involved: \_\_\_\_\_  
If specific classes - please identify if these courses are academic X vocational \_\_\_\_\_ or both \_\_\_\_\_
  - 2.2 class sizes: (is this limited by program restrictions of career education format? 6-7)
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 7 open or self-contained? Y
  - 3.2 utilization - is career education a full time or part time involvement? Full (Jr.H.S. Multi H.C.) Part (aphasic)
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify: school store, kitchen, shop areas
4. Staffing
  - 4.1 teachers in career ed # (full time) 7 # (part-time) \_\_\_\_\_ (% of time in teaching career ed 100)
  - 4.2 para-professionals: # \_\_\_\_\_ capacity or titles \_\_\_\_\_
  - 4.3 other? librarian \_\_\_\_\_ counselor \_\_\_\_\_ etc. \_\_\_\_\_ (% of time in career ed? \_\_\_\_\_)
  - 4.4 teachers in career ed by department: academic # 4 vocational # 3
5. Equipment
  - 5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
\_\_\_\_\_ purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time  
Please identify:  
We have no specific grant for this program - general school fund
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.g. kits, instructional manuals, etc.  
special needs books & materials. Most is teacher made.
  - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)  
step method used.
7. Training
  - 7.1 pre-service education has been given No will be given \_\_\_\_\_ required? \_\_\_\_\_ how much \_\_\_\_\_  
by whom? \_\_\_\_\_ when \_\_\_\_\_
  - 7.2 inservice education - has been given? No will be given? \_\_\_\_\_ required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? \_\_\_\_\_ when? \_\_\_\_\_
8. Other
  - 8.1 additional support
    - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
(fr. business and industry? No how? \_\_\_\_\_  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? \_\_\_\_\_ how? \_\_\_\_\_
    - 8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) if yes, how is this done? \_\_\_\_\_

OUTCOMES OF CAREER EDUCATION EFFORTS: Career Education is part of the school program. We are a private school and are not eligible for special funding.

1. Is there an ESEA Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are.

No data submitted on page three

NAME OF INSTITUTION: California School for the Deaf-Fremont  
ADDRESS: 19150 Gallaudet Drive

NAME OF INDIVIDUAL REPORTING INFORMATION: Jake Arcanin TITLE: Ass't. Supt.  
TELEPHONE: 415-835-3629 VOICE X TTY \_\_\_\_\_ DATE: \_\_\_\_\_  
TITLE OF PROGRAM, PROJECT OR EVENT: Acad. Mini-Curriculum in C. Ed.: Work-Experience; Voc. Exploration

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)  
1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?  
Yes. - all Yes - not spec. p. ogram  
1.2 Numbers: preschool \_\_\_\_\_ (primary 107 middle \_\_\_\_\_) Jr. high 121 sr. high 228 Spec. unit 54 (DHH)

Instructional data (current X or projected \_\_\_\_\_)

- 2.1 Actual class time of instruction: \_\_\_\_\_ hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class \_\_\_\_\_? In specific classes? X  
If specific classes - please identify which course areas are involved: By teacher acceptance  
"step" in 10th grade; lang, arts, & SS

- If specific classes - please identify if these courses are academic \_\_\_\_\_ vocational exp or both X.  
2.2 class sizes: (is this limited by program restrictions of career education format? No)

6:1 et: 8:1 sec.

3. Facilities

- 3.1 space - number of classrooms where career education is being used: ?? open or self-contained? ??  
3.2 utilization - is career education a full time or part time involvement?  
3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? No If so, please identify:

4. Staffing

- 4.1 teachers in career ed # (full time) \_\_\_\_\_ # (part-time) 1 (% of time in teaching career ed 30)  
4.2 para-professionals: # \_\_\_\_\_ capacity or titles  
4.3 other? librarian \_\_\_\_\_ counselor \_\_\_\_\_ etc. curr. coordinator (% of time in career ed? 100)  
4.4 teachers in career ed by department: academic # \_\_\_\_\_ vocational # \_\_\_\_\_

5. Equipment

- 5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)  
\_\_\_\_\_ purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time

Please identify:

6. Materials

- 6.1 program related (used by a class) for career ed purposes. E.C. kits, instructional manuals, etc.  
self awareness games; STEP; CREED  
6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training

- 7.1 pre-service education has been given X will be given \_\_\_\_\_ required? X how much 24 hr/13 day  
by whom? Arcanin/NPCE when 4 yrs ago / 78-79  
7.2 inservice education - has been given? No will be given? \_\_\_\_\_ required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? \_\_\_\_\_ when? \_\_\_\_\_

8. Other

- 8.1 additional support  
8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? Yes how? \_\_\_\_\_  
\_\_\_\_\_ funds, activ.  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? Yes how? minimal

- 8.1.2 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes  
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

**COSTS OF CAREER EDUCATION EFFORTS:** If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs

- 1.1 design and development costs such as curriculum development? not as career education/Title I monies other? \$ \_\_\_\_\_  
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_  
1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_  
1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_  
1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_  
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) \$ \_\_\_\_\_  
1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

*These are not identified as career ed. costs; the idea of infusing career ed. concepts can't be distinguished.*

2. Operational costs

- 2.1 directional costs—specific director of career ed. efforts? No, but of career exploration, development,  
2.2 evaluation costs for continued evaluation? \_\_\_\_\_ and preparation—yes.  
2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_  
2.4 training - inservice costs? \$ \_\_\_\_\_  
2.5 salaries for career ed employees - fte costs? \$ \_\_\_\_\_ fringe benefits included? \_\_\_\_\_  
how much extra for other benefits? \_\_\_\_\_  
2.6 equipment replacement costs? \_\_\_\_\_  
2.7 materials/supplies replacement cost? \_\_\_\_\_  
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) \_\_\_\_\_  
2.9 contracted services - not? \_\_\_\_\_  
2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_  
2.11 transportation costs (field trips, busing, other incurred costs? \$ \_\_\_\_\_

*Doesn't identify specific personnel for career education, but career development personnel are identified.*

NAME OF INSTITUTION: California School for the Deaf - Riverside  
ADDRESS: 3044 Horace St. Riverside, Calif. 92506

NAME OF INDIVIDUAL REPORTING INFORMATION: Steven Shouse

TIME: Voc. Prin.

TELEPHONE: 714-683-8140

VOICE X TTY

DATE: \_\_\_\_\_

TITLE OF PROGRAM, PROJECT OR EVENT: Career Ed. Workshops project

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? Yes  
Do you have identified gifted/deaf or hard of hearing students enrolled in career ed? Yes  
Deaf mult. H/C students are involved.
  - 1.2 Numbers: preschool \_\_\_\_\_ (primary all 150 middle) \_\_\_\_\_ jr. high 17 \_\_\_\_\_ sr. high most (170 of 200)  
elementary
2. Instructional data (current X or projected \_\_\_\_\_)
  - 2.1 Actual class time of instruction: 2 hrs-per (day, week, month, year) infused  
If career ed is infused in your program, is it: in every class No ? in specific classes? X  
If specific classes - please identify which course areas are involved: K-12 Social Science, MH unit  
infused throughout, JHS language, HS-language, reading, math., social science for low achievers, JHS 6 HS pre-voc.  
If specific classes - please identify if these courses are academic \_\_\_\_\_ vocational \_\_\_\_\_ or both X  
2.2 class sizes: (is this limited by program restrictions of career education format? X)  
Est. by law dependent upon age/grade level from 6 - 10
3. Facilities
  - 3.1 space - number of classrooms where career education is being used (K-8) (9-12) most 50% or self-contained?
  - 3.2 utilization - is career education a full time or part time involvement? part time
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify: Dependent upon individual teachers desires/needs learning centers have been established. Each of 2 libraries, instructional materials center and career resource center have identified career resource areas.
4. Staffing
  - 4.1 teachers in career ed # (full time) 0 # (part-time) 0 (% of time in teaching career ed) not closely monitored
  - 4.2 para-professionals: # 0 capacity or titles specifically designed
  - 4.3 other? librarian \_\_\_\_\_ counselor \_\_\_\_\_ etc. \_\_\_\_\_ (% of time in career ed? \_\_\_\_\_)
  - 4.4 teachers in career ed by department: academic # 50 +/- vocational # 26  
none specifically assigned
5. Equipment
  - 5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)  
X purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time  
Please identify: 16mm projectors, 8 & 10 mm film loop projectors, rear screen projectors, closed circuit tv studio & monitors, vtr equipment, xerox, thermofax, overhead projectors
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
  - 6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)  
Hopewell work and money series
7. Training
  - 7.1 pre-service education has been given No will be given \_\_\_\_\_ required? \_\_\_\_\_ how much \_\_\_\_\_  
by whom? \_\_\_\_\_ when \_\_\_\_\_
  - 7.2 inservice education - has been given? partial will be given? yes required? yes  
how much? 4-8 hrs. initial by whom? steering committee 1st then when? Jan 31, Feb. 1, 1980  
then ongoing possibly outside consultant Tentative
8. Other
  - 8.1 additional support
    - 8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? Yes how? \_\_\_\_\_  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? Yes how? presentations
    - 8.1.2 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

#### OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes - minor components
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase. See notes that follow

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) \$ \_\_\_\_\_
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

2. Operational costs

- 2.1 directional costs - specific director of career ed efforts? \$ \_\_\_\_\_
- 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
- 2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ \_\_\_\_\_
- 2.5 salaries for career ed employees - fee costs? \$ \_\_\_\_\_ fringe benefits included? \_\_\_\_\_ how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? \_\_\_\_\_
- 2.7 materials/supplies replacement cost? \_\_\_\_\_
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) \_\_\_\_\_
- 2.9 contracted services cost? \_\_\_\_\_
- 2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_
- 2.11 transportation costs (field trips, busing, other incurred costs? \$ \_\_\_\_\_

Curriculum development is an ongoing project which assume much of the financial burden for implementation of Career Education. Data are not immediately available. Even if they were, ferreting out the cost specific to Career Education might not be beneficial nor cost efficient.

We have not projected a budget specific for Career Educ., however, current and foreseeable costs will be assumed within existing operation funds, not additions.

NAME OF INSTITUTION: Charleston Co. Program for Hearing Impaired Students  
ADDRESS: Berry, 750 Jaquais St., N. Charleston, S.C. 29406

NAME OF INDIVIDUAL REPORTING INFORMATION: H. Seaborn  
TELEPHONE: 803-747-9383 VOICE X TTY X  
TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_

TITLE: Consultant Hearing Handicapped  
DATE: 11/17/79

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?  
4 multiply-handicapped-students
  - 1.2 Numbers: preschool 8 primary 37 middle 14 jr. high 7 sr. high 23
2. Instructional data (current X or projected \_\_\_\_\_)
  - 2.1 Actual class time of instruction: \_\_\_\_\_ hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class Yes? in specific classes? \_\_\_\_\_  
If specific classes - please identify which course areas are involved:  
2 specific career ed. class in High School - Infused into all other content area.  
If specific classes - please identify if these courses are academic X vocational \_\_\_\_\_ or both \_\_\_\_\_
  - 2.2 Class sizes: (is this limited by program restrictions of career education format? No)
3. Facilities  
3.1 space - number of classrooms where career education is being used \_\_\_\_\_ open or self-contained? 11  
3.2 utilization - is career education a full time or part time involvement? P/T  
3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? YES if so, please identify:  
shelving, learning centers, partitions, bulletin boards
4. Staffing  
4.1 teachers in career ed # (full time) 1 # (part-time) 10 (% of time in teaching career ed 25)  
4.2 para-professionals: # 15 capacity or titles teacher aides - no specific duties toward career ed.  
4.3 other? librarian \_\_\_\_\_ counselor 1 etc. 75% (% of time in career ed?)  
4.4 teachers in career ed by department: academic # 11 vocational # \_\_\_\_\_

5. Equipment  
5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
X purchased with career ed dollars for career ed program  
2 purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time

Please identify: Video tape equipment, projectors, overheads, 35mm cameras, slide projectors

6. Materials  
6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
DUSD kits, work-money series - Janus publications - today series  
6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)  
consumable materials from above.

7. Training  
7.1 pre-service education has been given Yes will be given \_\_\_\_\_ required? Yes how much 70 hours  
by whom? counselor/consultant/ Head teacher when Jan. 79 - Mar. 79  
7.2 inservice education - has been given? Yes will be given? \_\_\_\_\_ required? Yes  
how much? 8 hours by whom? above when? Oct. 79

8. Other  
8.1 additional support  
8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? Yes how? Or 1 b experiences, field trips, speakers  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? No how?  
8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

#### OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No, specific funding provided
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are. No money = no paper

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc. ) \$ \_\_\_\_\_
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

2. Operational costs

- 2.1 directional costs - specific director of career ed efforts? \$ 10,000
- 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
- 2.3 management support - secretary? \$ 2,000 business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ 1,000
- 2.5 salaries for career ed employees - fringe costs? \$ \_\_\_\_\_ fringe benefits included? \_\_\_\_\_ how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? \$ 1,000
- 2.7 materials/supplies replacement cost? \$ 750
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc. ) \$ 500
- 2.9 contracted services cost? \_\_\_\_\_
- 2.10 media services - required for ongoing of the project? \$ 250
- 2.11 transportation costs (field trips, busing, other incurred costs? \$ 250



NAME OF INSTITUTION: Clark County School District  
ADDRESS: 500 E. Cherokee Lane, Las Vegas, NV 89109

NAME OF INDIVIDUAL REPORTING INFORMATION: Helen L. Smith  
TELEPHONE: 702-732-2803 VOICE X TTY X  
TITLE OF PROGRAM, PROJECT OR EVENT: Day Classes for the Deaf

TITLE: Coord. Deaf and Hard of Hearing  
DATE: 11/10/79 Program

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected see last page)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
  - 1.2 Numbers: preschool 11 primary 16 middle 13 jr. high 30 sr. high 4
2. Instructional data (current X or projected     )
  - 2.1 Actual class time of instruction: Min. hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class No? in specific classes? Yes  
If specific classes - please identify which course areas are involved: Social Studies, Math  
  
If specific classes - please identify if these courses are academic      vocational      or both X.
  - 2.2 class sizes: (is this limited by program restrictions of career education format?)       
District Policy
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 10 open or self-contained?
  - 3.2 utilization - is career education a full time or part time involvement? part time
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? No if so, please identify:  
Vocational Technical classes at the H.S. are available at So. Nev. Tech. Center; offerings such as carpentry, cosmetology, culinary arts, key punch, etc. exist
4. Staffing
  - 4.1 teachers in career ed # (full time)      # (part-time)      (% of time in teaching career ed     )
  - 4.2 para-professionals: #      capacity or title each teacher of the deaf has a teachers aide
  - 4.3 other? librarian      counselor X etc.      (% of time in career ed?     )
  - 4.4 teachers in career ed by department: academic #      vocational #       
Teachers in voc. ed. are full time but not teachers of the deaf.
5. Equipment
  - 5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
     purchased with career ed dollars for career ed program  
     purchased with other funds at previous time and now used for career ed purposes  
     have on hand and plan to use for career education at later time.  
  
Please identify:
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
Work series, Money series, manuals from Voc. classes
  - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print out, etc.)
7. Training
  - 7.1 pre-service education has been given      will be given y required?      how much       
by whom? Career Ed. Team when March 1980
  - 7.2 inservice education - has been given?      will be given? X required?       
how much?      by whom? Career Ed. Team when? Fall, 1980
8. Other
  - 8.1 additional support
    - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry?      how?       
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)?      how? presentations, funds
    - 8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes for the CCSD
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are. Career Analysis form, Profile of Counseling Results, Career Awareness Test.

**COSTS OF CAREER EDUCATION EFFORTS:** If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

**1. Acquisition costs:**

- N/A 1.1 design and development costs such as curriculum development? \$\_\_\_\_\_ other? \$\_\_\_\_\_  
N/A 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$\_\_\_\_\_ resource? \$\_\_\_\_\_  
1.3 training costs? \$\_\_\_\_\_ preservice costs? \$\_\_\_\_\_  
1.4 evaluation: contract costs for someone coming in? \$\_\_\_\_\_ release time for someone to do evaluation? cost? \$\_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$\_\_\_\_\_  
1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_  
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) \$\_\_\_\_\_  
1.7 facilities: new buildings or changes? \$\_\_\_\_\_

*Not estimated at present*

**2. Operational costs**

- 2.1 directional costs - specific director of career ed efforts? \$\_\_\_\_\_  
2.2 evaluation costs for continued evaluation? \_\_\_\_\_  
2.3 management support - secretary? \$\_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$\_\_\_\_\_ incurred fees? \$\_\_\_\_\_  
2.4 training - inservice costs? \$\_\_\_\_\_  
2.5 salaries for career ed employees - fte costs? \$\_\_\_\_\_ fringe benefits included? \_\_\_\_\_  
how much extra for other benefits? \_\_\_\_\_  
2.6 equipment replacement costs? \_\_\_\_\_  
2.7 materials/supplies replacement cost? \_\_\_\_\_  
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) \_\_\_\_\_  
2.9 contracted services cost? \_\_\_\_\_  
2.10 media services - required for ongoing of the project? \$\_\_\_\_\_  
2.11 transportation costs (field trips, busing, other incurred costs? \$\_\_\_\_\_

*I don't have the information to answer regarding existing work experiences and Voc/Tech programs.*

*Career Education is not now a formal aspect of our program.*

*Work experience is an offering of the program.*

*Vocational/Technical training is a part of the program.*

*Career education is being taught incidentally below the Junior High School however, limited long range annual goals exist. Teachers have not identified other career ed. material they are already teaching which is infused into their programs. At the Junior H.S. career education is an aspect of the program both through career exploration classes and some infusion of material within existing classes.*

NAME OF INSTITUTION: Colorado School for the Deaf and Blind  
ADDRESS: 11001 and Institute St., Colorado Springs, Co. 80903

NAME OF INDIVIDUAL REPORTING INFORMATION: Don Rhoten TITLE: Principal  
TELEPHONE: 303-534-5144 VOICE X TTY X X-5 (Don Rhoten) DATE: Nov. 17, 1979  
TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?  
6
  - 1.2 Numbers: preschool 4 primary 65 middle 6 jr. high 20 sr. high 71
2. Instructional data (current \_\_\_\_\_ or projected X)
  - 2.1 Actual class time of instruction: 2 hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class \_\_\_\_\_? in specific classes? X  
If specific classes - please identify which course areas are involved: Social Studies  
  
If specific classes - please identify if these courses are academic X vocational X or both X.  
2.2 class sizes: (is this limited by program restrictions of career education format? \_\_\_\_\_)
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 29 open or self-contained? both
  - 3.2 utilization - is career education a full time or part time involvement? part time
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? X If so, please identify:
4. Staffing
  - 4.1 teachers in career ed #(full time) 0 #(part-time) 29 (% of time in teaching career ed 5)
  - 4.2 para-professionals: # 4 capacity or titles Teacher aides
  - 4.3 other? librarian 1 counselor \_\_\_\_\_ etc. \_\_\_\_\_ (% of time in career ed? 0)
  - 4.4 teachers in career ed by department: academic # 20 vocational # \_\_\_\_\_
5. Equipment
  - 5.1 Hardwares which are used by more than one class (such as projectors, tve, other media equipment)  
0 purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
X have on hand and plan to use for career education at later time  
Please identify:
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
Social Studies Curriculum guide
  - 6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
7. Training
  - 7.1 pre-service education has been given \_\_\_\_\_ will be given X required? \_\_\_\_\_ how much \_\_\_\_\_  
By whom? Career Ed. Team when by Jan. 1, 1980
  - 7.2 inservice education - has been given? Yes will be given? Yes required? \_\_\_\_\_  
how much? 3 hrs. by whom? CDE when? August 1979
8. Other
  - 8.1 additional support
    - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? Yes how? Work Experience Program  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc. )? \_\_\_\_\_ how?
    - 8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are. No.

**COSTS OF CAREER EDUCATION EFFORTS:** If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation? contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) \$ \_\_\_\_\_
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

2. Operational costs

- 2.1 directional costs - specific director of career ed efforts? \$ \_\_\_\_\_
- 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
- 2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ 100 projected
- 2.5 salaries for career ed employees - fringes? \$ \_\_\_\_\_ fringe benefits included? \_\_\_\_\_  
how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? \_\_\_\_\_
- 2.7 materials/supplies replacement cost? \_\_\_\_\_
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) \_\_\_\_\_
- 2.9 contracted services cost? \_\_\_\_\_
- 2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_
- 2.11 transportation costs (field trips, busing, other incurred costs? \$ 50.00 est.

NAME OF INSTITUTION: Cooperative Educational Service Agency No. 4

ADDRESS: P.O. Box 728, Cumberland, Wisconsin 54829

NAME OF INDIVIDUAL REPORTING INFORMATION: John Murray

TITLE: \_\_\_\_\_

TELEPHONE: (715) 807-4711

VOICE \_\_\_\_\_

TTY \_\_\_\_\_

DATE: \_\_\_\_\_

TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_

DESCRIPTION OF CAREER EDUCATION EFFORTS. The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current \_\_\_\_\_ or projected X)

1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

1.2 Numbers: preschool \_\_\_\_\_ primary \_\_\_\_\_ middle \_\_\_\_\_ jr. high 2 sr. high 3

2. Instructional data (current \_\_\_\_\_ or projected X)

2.1 Actual class time of instruction: 2 hrs per (day, week, month, year)

If career ed is infused in your program, is it: in every class \_\_\_\_\_? in specific classes? \_\_\_\_\_  
If specific classes - please identify which course areas are involved: \_\_\_\_\_

If specific classes - please identify if these courses are academic \_\_\_\_\_ vocational \_\_\_\_\_ or both \_\_\_\_\_  
2.2 class sizes: (is this limited by program restrictions of career education format? \_\_\_\_\_)

3. Facilities

3.1 space - number of classrooms where career education is being used \_\_\_\_\_ open or self-contained?

3.2 utilization - is career education a full time or part time involvement? \_\_\_\_\_

3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? \_\_\_\_\_ If so, please identify: \_\_\_\_\_

4. Staffing

4.1 teachers in career ed # (full time) \_\_\_\_\_ # (part-time) 1 (% of time in teaching career ed \_\_\_\_\_)

4.2 para-professionals: # \_\_\_\_\_ capacity or titles \_\_\_\_\_

4.3 other? librarian \_\_\_\_\_ counselor \_\_\_\_\_ etc. \_\_\_\_\_ (% of time in career ed? \_\_\_\_\_)

4.4 teachers in career ed by department: academic # \_\_\_\_\_ vocational # \_\_\_\_\_

5. Equipment

5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)

\_\_\_\_\_ purchased with career ed dollars for career ed program

\_\_\_\_\_ purchased with other funds at previous time and now used for career ed purposes

\_\_\_\_\_ have on hand and plan to use for career education at later time

Please identify:

These answers are relevant only if "career ed" = "vocational ed."

6. Materials

6.1 program related (used by a class) for career ed purposes. E.g. kits, instructional manuals, etc.

6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training

7.1 pre-service education has been given \_\_\_\_\_ will be given \_\_\_\_\_ required? \_\_\_\_\_ how much \_\_\_\_\_  
by whom? \_\_\_\_\_ when \_\_\_\_\_

7.2 inservice education - has been given? \_\_\_\_\_ will be given? \_\_\_\_\_ required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? \_\_\_\_\_ when? \_\_\_\_\_

8. Other

8.1 additional support

8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? \_\_\_\_\_ how?

with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? \_\_\_\_\_ how?

8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS.

1. Is there an ESEA Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts?  
Indicate what they are.

If so, please

No data submitted for page three

NAME OF INSTITUTION: Dallas Regional Day School for the Deaf  
ADDRESS: 3100 Ross Ave., Dallas, TX 75204

NAME OF INDIVIDUAL REPORTING INFORMATION: Arlene Stein TITLE: Prog. Facilitator-Career Ed.  
TELEPHONE: (714) 826-0722 VOICE X TTY X DATE: \_\_\_\_\_  
TITLE OF PROGRAM, PROJECT OR EVENT: Career Dev. for Hearing Impaired

DESCRIPTION OF CAREER EDUCATION EFFORTS. The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. do you have identified deaf-multiply-handicapped students enrolled in career education?  
do you have identified gifted deaf or hard of hearing students enrolled in career ed?
  - 1.2 Numbers: preschool 50 primary 50 middle 50 jr. high 100 sr. high 100 Total 350
2. Instructional data (current X or projected \_\_\_\_\_)
  - 2.1 Actual class time of instruction: \_\_\_\_\_ hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class Yes? in specific classes? \_\_\_\_\_  
If specific classes - please identify which course areas are involved:  
  
If specific classes - please identify if these courses are academic \_\_\_\_\_ vocational \_\_\_\_\_ or both \_\_\_\_\_
  - 2.2 class sizes: (is this limited by program restrictions of career education format? No)  
4 - 11 students in each class
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 45 open or self-contained?
  - 3.2 utilization - is career education a full time or part time involvement?
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:  
shelves, learning centers, partitions
4. Staffing
  - 4.1 teachers in career ed # (full time) 50 # (part-time) \_\_\_\_\_ (% of time in teaching career ed 20 )
  - 4.2 para-professionals: # 25 capacity or titles aides, interpreters, workshop coordinator
  - 4.3 other? librarian \_\_\_\_\_ counselor 2 etc. Voc. Adj. Counselor (% of time in career ed? \_\_\_\_\_)
  - 4.4 teachers in career ed by department: academic # \_\_\_\_\_ Vocational # 2  
Voc. Adj. 100% Counselors 100% because of personal/social realm.
5. Equipment
  - 5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
X purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time  
  
Please identify:  
Videotape \_\_\_\_\_ polaroid cameras \_\_\_\_\_ ditto machine \_\_\_\_\_  
sound-movie camera and projector \_\_\_\_\_ laminator \_\_\_\_\_ xerox printer \_\_\_\_\_  
35 mm camera \_\_\_\_\_ transparency maker \_\_\_\_\_
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
Dallas instructional units
  - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)  
Janus Publishers, Frank E. Richards materials, Scholastic Services, Work series
7. Training
  - 7.1 pre-service education has been given X will be given \_\_\_\_\_ required? \_\_\_\_\_ how much 2 full days  
by whom? career ed staff when staff development
  - 7.2 inservice education - has been given? \_\_\_\_\_ will be given? \_\_\_\_\_ required?  
how much? 2 days by whom? career ed staff when? staff development
8. Other
  - 8.1 additional support
    - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? X how? Business contract for work activity center, field trips  
for cluster areas  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? X how? contact was made with several
    - 8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done? Weekly visits to each school by career education staff

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are. Title IVc

**COSTS OF CAREER EDUCATION EFFORTS:** If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

**1. Acquisition costs:**

- 1.1 design and development costs such as curriculum development? \$150,000 other? \$ \_\_\_\_\_
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation: Contract costs for someone coming in? \$14,000 release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc. ) \$50,000
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

**2. Operational costs**

- 2.1 directional costs - specific director of career ed efforts? \$21,000
- 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
- 2.3 management support - secretary? \$6500 business office? 2000 stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ 200
- 2.5 salaries for career ed employees - fte costs? \$ 45,000 fringe benefits included? insurance  
how much extra for other benefits? 240
- 2.6 equipment replacement costs? 2,000
- 2.7 materials/supplies replacement cost? \_\_\_\_\_
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc. ) \_\_\_\_\_
- 2.9 contracted services cost? printing \$5,000
- 2.10 media services - required for ongoing of the project? \$ 3,000
- 2.11 transportation costs (field trips, busing, other incurred costs? \$ 1,000

total graduates, 1979 22  
college entrance 14  
job holding 8

NAME OF INSTITUTION: Florida School for the Deaf and the Blind  
ADDRESS: PO Box 1709, St. Augustine, Fla. 32084

NAME OF INDIVIDUAL REPORTING INFORMATION: Robert Thomson TITLE: Voc. Eval. Center Coord.  
TELEPHONE: (904) 824-1654 x 322 VOICE X TTY X DATE: \_\_\_\_\_  
TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_

DESCRIPTION OF CAREER EDUCATION EFFORTS. The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
    - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g., Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
    - 1.2 Numbers: preschool \_\_\_\_\_ primary \_\_\_\_\_ middle \_\_\_\_\_ jr. high \_\_\_\_\_ sr. high X
  2. Instructional data (current X or projected \_\_\_\_\_)
    - 2.1 Actual class time of instruction: \_\_\_\_\_ hrs. p.w. (day, week, month, year)  
If career ed is infused in your program, is it in every class \_\_\_\_\_? in specific classes? X  
If specific classes - please identify which course areas are involved:  
  
If specific classes - please identify if these courses are academic \_\_\_\_\_ vocational X or both \_\_\_\_\_
    - 2.2 class sizes: (is this limited by program restrictions of career education format? \_\_\_\_\_)  
3-5 for eval. 5-10 for group counseling
  3. Facilities
    - 3.1 space - number of classrooms where career education is being used \_\_\_\_\_ open or self-contained?
    - 3.2 utilization - is career education a full time or (part time) involvement?
    - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? \_\_\_\_\_ If so, please identify:
  4. Staffing
    - 4.1 teachers in (career ed) (full time) 4 (part-time) \_\_\_\_\_ (% of time in teaching career ed \_\_\_\_\_)
    - 4.2 para-professionals: # 0 capacity or titles \_\_\_\_\_
    - 4.3 other? librarian \_\_\_\_\_ counselor X etc. \_\_\_\_\_ (% of time in career ed? \_\_\_\_\_)
    - 4.4 teachers in career ed by department: academic # \_\_\_\_\_ vocational # 4
  5. Equipment
    - 5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
X purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time  
Please identify:
  6. Materials
    - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
voc. eval. system by Singer, video tapes of job opportunities of State of Fla.
    - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)
  7. Training
    - 7.1 pre-service education has been given \_\_\_\_\_ will be given \_\_\_\_\_ required? \_\_\_\_\_ how much \_\_\_\_\_  
by whom? \_\_\_\_\_ when \_\_\_\_\_ required? \_\_\_\_\_
    - 7.2 inservice education - has been given? \_\_\_\_\_ will be given? \_\_\_\_\_ required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? \_\_\_\_\_ when? \_\_\_\_\_
  8. Other
    - 8.1 additional support  
Coordinator and Evaluator took courses at U. of S. Fla. in Voc. Eval., Adj. Couns. was trained in Rehab. at U. of Texas  
8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? \_\_\_\_\_ how?  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? \_\_\_\_\_ how?  
  
8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?
- ACHIEVEMENTS OF CAREER EDUCATION EFFORTS:
1. Is there an ESEA Title I evaluation report on file and available? No
  2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? Yes If so, please indicate what they are. a VEC report on students evaluated



COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

grant - General Revenue picks up 4 out of 6

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment cost? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc. ) \$ \_\_\_\_\_
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

A new grant to expand present building is being drawn up. Cost of VEC is around 400,000 which came from VR Grants.

2. Operational costs

- 2.1 directional costs - specific director of career ed efforts? \$ \_\_\_\_\_
- 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
- 2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ \_\_\_\_\_
- 2.5 salaries for career ed employees - fte costs? \$ \_\_\_\_\_ fringe benefits included? \_\_\_\_\_  
how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? \_\_\_\_\_
- 2.7 materials/supplies replacement cost? \_\_\_\_\_
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc. ) \_\_\_\_\_
- 2.9 contracted services cost? \_\_\_\_\_
- 2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_
- 2.11 transportation costs (field trips, busing, other incurred costs? \$ \_\_\_\_\_

Salary of 4 out of 6 staff are now on General Revenue

NAME OF INSTITUTION: Governor Baxter School  
ADDRESS: Hickworth Island, Fairmouth, Maine 04105

NAME OF INDIVIDUAL REPORTING INFORMATION: Robert Kelly  
TELEPHONE: 207-781-3165 VOICE X TTY \_\_\_\_\_  
TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_

TITLE: Ass't. Supt.  
DATE: 12/17/79

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
    - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? No  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed? No
    - 1.2 Numbers: preschool \_\_\_\_\_ primary \_\_\_\_\_ middle \_\_\_\_\_ jr. high \_\_\_\_\_ sr. high \_\_\_\_\_
  2. Instructional data (current X or projected \_\_\_\_\_)
    - 2.1 Actual class time of instruction: 30 hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class? X in specific classes? X  
If specific classes - please identify which course areas are involved: \_\_\_\_\_  
If specific classes - please identify if these courses are academic X vocational \_\_\_\_\_ or both X
    - 2.2 class sizes: (is this limited by program restrictions of career education format? No)
  3. Facilities
    - 3.1 space - number of classrooms where career education is being used 18 open or self-contained? X
    - 3.2 utilization - is career education a full time or part time involvement? part time
    - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:  
tables, shelves, library resources, media, hard and software
  4. Staffing
    - 4.1 teachers in career ed # (full time) \_\_\_\_\_ # (part-time) 18 (% of time in teaching career ed 20 )
    - 4.2 para-professionals: # No capacity or titles \_\_\_\_\_
    - 4.3 other? librarian X counselor X etc. \_\_\_\_\_ (% of time in career ed? \_\_\_\_\_)
    - 4.4 teachers in career ed by department: academic # 18 vocational # 4
  5. Equipment
    - 5.1 Hardwares which are used more than one class (such as projectors, tvs, other media equipment)  
None purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time  
Please identify: 5 16mm Movie projector  
16 overhead projectors  
16 film strip projectors  
4 carousel projectors
  6. Materials
    - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
Scott Foresman kit, Dynac kit, teacher made programs
    - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)  
work books - World of Work, family work
  7. Training
    - 7.1 pre-service education has been given X will be given \_\_\_\_\_ required? Yes how much 6-8 hours  
by whom? Supervisory staff when before 1979-80 school year
    - 7.2 inservice education - has been given? No will be given? \_\_\_\_\_ required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? \_\_\_\_\_ when? \_\_\_\_\_
  8. Other
    - 8.1 additional support
      - 8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? Yes how? field trips - work/study - video  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? No how?  
  
      - 8.1.2 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done? thru dept. meetings - lesson plans and arranged curriculum
- OUTCOMES OF CAREER EDUCATION EFFORTS:
1. Is there an ESEA Title I evaluation report on file and available? No
  2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are. Program is part and parcel of total school program, indiv. breakdown's not done for each area of curriculum or integrated aspects of the curriculum.

No data submitted on page three

NAME OF INSTITUTION: John School for the Deaf  
ADDRESS: 1600 Hwy S. 215, Council Bluffs, IA 51501  
NAME OF INDIVIDUAL REPORTING INFORMATION: Dennis Drake TITLE: Careers Coord.  
TELEPHONE: 386-0571-sta 20 VOICE X TTY \_\_\_\_\_ DATE: \_\_\_\_\_  
TITLE OF PROGRAM, PROJECT OR EVENT: Career Ed K-12

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
  - 1.2 Numbers: preschool \_\_\_\_\_ primary \_\_\_\_\_ middle \_\_\_\_\_ jr. high \_\_\_\_\_ sr. high \_\_\_\_\_
2. Instructional data (current X or projected \_\_\_\_\_)
  - 2.1 Actual class time of instruction: 1-2 hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class X? in specific classes? \_\_\_\_\_  
If specific classes - please identify which course areas are involved:  
  
if specific classes - please identify if these courses are academic \_\_\_\_\_ vocational \_\_\_\_\_ or both X.
  - 2.2 class sizes: Is this limited by program restrictions of career education format? NO
3. Facilities
  - 3.1 space - number of classrooms where career education is being used \_\_\_\_\_ open or self-contained?
  - 3.2 utilization - is career education a full time or part time involvement?
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? \_\_\_\_\_ If so, please identify:
4. Staffing
  - 4.1 teachers in career ed # (full time) 13 # (part-time) \_\_\_\_\_ (% of time in teaching career ed \_\_\_\_\_)
  - 4.2 para-professionals: # none capacity or titles \_\_\_\_\_
  - 4.3 other? librarian 1 counselor 3 etc. \_\_\_\_\_ (% of time in career ed? \_\_\_\_\_)
  - 4.4 teachers in career ed by department: academic # \_\_\_\_\_ vocational # 13
5. Equipment
  - 5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)  
\_\_\_\_\_ purchased with career ed dollars for career ed program  
\_\_\_\_\_ purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time  
  
Please identify: State money - Title I
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
text books, etc.
  - 6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
7. Training
  - 7.1 pre-service education has been given \_\_\_\_\_ will be given \_\_\_\_\_ required? \_\_\_\_\_ how much \_\_\_\_\_  
by whom? \_\_\_\_\_ when \_\_\_\_\_
  - 7.2 inservice education - has been given? \_\_\_\_\_ will be given? \_\_\_\_\_ required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? \_\_\_\_\_ when? \_\_\_\_\_
8. Other
  - 8.1 additional support
    - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? \_\_\_\_\_ how?  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? \_\_\_\_\_ how?
    - 8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

#### OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available?
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: 1. your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ As we need it
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? average 25000 per year
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc. ) \$ 20,000
- 1.7 facilities: new buildings or changes? \$ additional 1/2 million +

2. Operational costs

- 2.1 directional costs - specific director of career ed efforts? \$ \_\_\_\_\_
- 2.2 evaluation costs for continued evaluation? combined - in school - salaries
- 2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ \_\_\_\_\_
- 2.5 salaries for career ed employees - fee costs? \$ 12,000 average fringe benefits included? Hosp. and Life Ins. how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? flexible
- 2.7 materials/supplies replacement cost? inflation - varies
- 2.8 facilities - operational and maintenance (Janitorial, career equipment repair, etc. ) \_\_\_\_\_
- 2.9 contracted services cost? machine maintenance - 4000 per year
- 2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_
- 2.11 transportation costs (field trips, busing, other incurred costs? \$ 1,000

NAME OF INSTITUTION: Kendall Demonstration Elementary School  
ADDRESS: 7th and Florida Ave. N.E., Washington, D.C. 20002

NAME OF INDIVIDUAL REPORTING INFORMATION: Ben Provance TITLE: CE Coordinator  
TELEPHONE: 651-5240 VOICE X TTY - DATE: -  
TITLE OF PROGRAM, PROJECT OR EVENT: CE KDES National Center for Research in Voc. Education

DESCRIPTION OF CAREER EDUCATION EFFORTS. The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected -)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
  - 1.2 Numbers: preschool X primary X middle X jr. high - sr. high -
2. Instructional data (current X or projected -)
  - 2.1 Actual class time of instruction: 5 hrs per (day, week month, year)  
If career ed is infused in your program, is it: in every class -? in specific classes? -  
If specific classes - please identify which course areas are involved:  
  
If specific classes - please identify if these courses are academic X vocational - or both -.
  - 2.2 class sizes: (is this limited by program restrictions of career education format? yes)
3. Facilities
  - 3.1 space - number of classrooms where career education is being used - open or self-contained? 2
  - 3.2 utilization - is career education a full time or part time involvement -
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? - If so, please identify: -
4. Staffing
  - 4.1 teachers in career ed # (full time) - # part-time 2 (% of time in teaching career ed 20)
  - 4.2 para-professionals: # - capacity or titles -
  - 4.3 other? librarian - counselor - etc. - (% of time in career ed? -)
  - 4.4 teachers in career ed by department: academic # 1 vocational # -
5. Equipment
  - 5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
X purchased with career ed dollars for career ed program  
- purchased with other funds at previous time and now used for career ed purposes  
- have on hand and plan to use for career education at later time  
  
Please identify:  
  
TV equip.
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
CE Units - Teachers manual, transparencies, students booklets, workbooks, gamboards, etc.
  - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)  
workbooks, worksheets
7. Training
  - 7.1 pre-service education has been given - will be given - required? - how much -  
by whom? - when -
  - 7.2 inservice education - has been given? - will be given? - required? -  
how much? 2-3 by whom? NTID/MSSD (Hopefully) when? Fall, 1980
8. Other
  - 8.1 additional support
    - 8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? - how?  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? - how?
    - 8.1.2 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

#### OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

*No data submitted on page three*

NAME OF INSTITUTION: Maryland School for the Deaf  
ADDRESS: 101 Clark Place, Frederick, Md. 21701

NAME OF INDIVIDUAL REPORTING INFORMATION: David Denton

TITLE: Sup't.

TELEPHONE: 301-662-4159 VOICE X TTY

DATE: December 19, 1979

TITLE OF PROGRAM, PROJECT OR EVENT: Career Education Program - Robert Padden, Coordinator

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current \_\_\_\_\_ or projected X)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? Yes  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed? \_\_\_\_\_
  - 1.2 Numbers: preschool \_\_\_\_\_ primary 100 middle \_\_\_\_\_ jr. high 200 sr. high 130 (approximate)
2. Instructional data (current \_\_\_\_\_ or projected X)
  - 2.1 Actual class time of instruction: \_\_\_\_\_ hrs per (day, week, month, year) involves academic and vocational  
If career ed is infused in your program, is it: in every class X ? in specific classes? \_\_\_\_\_ classes  
If specific classes - please identify which course areas are involved: \_\_\_\_\_  
  
If specific classes - please identify if these courses are academic \_\_\_\_\_ vocational \_\_\_\_\_ or both \_\_\_\_\_
  - 2.2 class sizes: (is this limited by program restrictions of career education format? \_\_\_\_\_)
3. Facilities (Total integration Process) (Projected) involves all departments  
  - 3.1 space - number of classrooms where career education is being used 52 open or self-contained?
  - 3.2 utilization - is career education a full time or part time involvement? full time involvement
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? X If so, please identify:  
We have our Career Resource Center/Vocational Evaluation Center in Vocational Building.
4. Staffing  
  - 4.1 teachers in career ed # (full time) 55 # (part-time) \_\_\_\_\_ (% of time in teaching career ed 60 )
  - 4.2 para-professionals: # \_\_\_\_\_ capacity or titles \_\_\_\_\_
  - 4.3 other? librarian X counselor \_\_\_\_\_ etc. work/study coord. (% of time in career ed? \_\_\_\_\_)
  - 4.4 teachers in career ed by department: academic # 42 vocational # 13
5. Equipment  
  - 5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)  
N/A purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes (Valpar component work samples)  
X have on hand and plan to use for career education at later time  
  
Please identify:  
(Purchase Career Ed. Materials and filmstrips)
6. Materials  
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
Filmstrips, movies, kits, workbooks
  - 6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
7. Training  
  - 7.1 pre-service education has been given \_\_\_\_\_ will be given \_\_\_\_\_ required? \_\_\_\_\_ how much \_\_\_\_\_  
by whom? \_\_\_\_\_ when required? \_\_\_\_\_
  - 7.2 inservice education - has been given? \_\_\_\_\_ will be given? X required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? Robert Padden when? hopefully in the spring
8. Other  
  - 8.1 additional support
  - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? X how? work closely with academic/vocational teachers  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? \_\_\_\_\_ how?  
  
8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done? In the preliminary stage

RESULTS OF CAREER EDUCATION EFFORTS:

1. Is there an ESFA Title I evaluation report on file and available? No

2. Are there other numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

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COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

- N/A
- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
  - 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
  - 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
  - 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
  - 1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? \$3,800
  - 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) \$ 1,000
  - 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

2. Operational costs

- 2.1 direction: costs - specific director of career ed efforts? \$ \_\_\_\_\_ State Position
- 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
- 2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ \_\_\_\_\_
- 2.5 salaries for career ed employees - fte costs? \$ Coordinator fringe benefits included? Yes  
how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? \$150.00
- 2.7 materials/supplies replacement cost? \$600.00
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) \_\_\_\_\_
- 2.9 contracted services cost? \_\_\_\_\_
- 2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_
- 2.11 transportation costs (field trips, busing, other incurred costs? \$ covered by the school

NAME OF INSTITUTION: Model Secondary School for the Deaf  
ADDRESS: Ballouette College, Kendall Green, Washington, D.C. 20002  
NAME OF INDIVIDUAL REPORTING INFORMATION: Richard Steffan TITLE: Asst. to Director of Educ.  
TELEPHONE: (202) 651-5800 VOICE X TTY X DATE: March 1980  
TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
  - 1.2 Numbers: preschool \_\_\_\_\_ primary \_\_\_\_\_ middle \_\_\_\_\_ jr. high \_\_\_\_\_ sr. high 334
2. Instructional data (current \_\_\_\_\_ or projected \_\_\_\_\_)
  - 2.1 Actual class time of instruction: \_\_\_\_\_ hrs per (day, week, month, year) 5 days X 46 Minutes  
If career ed is infused in your program, is it: in ~~XXXX~~ classes X? In specific classes? X  
If specific classes - please identify which course areas are involved:  
  
If specific classes - please identify if these courses are academic X vocational \_\_\_\_\_ or both \_\_\_\_\_
  - 2.2 class sizes: (is this limited by program restrictions of career education format? \_\_\_\_\_)
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 3 open or self-contained? self contained
  - 3.2 utilization - is career education a full time or part time involvement? full
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:  
  
Career Resources Area in Learning Resources Center
4. Staffing
  - 4.1 teachers in career ed # (full time) 3 # (part-time) \_\_\_\_\_ (% of time in teaching career ed \_\_\_\_\_)
  - 4.2 para-professionals: # \_\_\_\_\_ capacity or titles \_\_\_\_\_
  - 4.3 other? librarian 1 counselor \_\_\_\_\_ etc. \_\_\_\_\_ (% of time in career ed? \_\_\_\_\_)
  - 4.4 teachers in career ed by department: academic # \_\_\_\_\_ vocational # \_\_\_\_\_
5. Equipment
  - 5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)  
No purchased with career ed dollars for career ed program  
Yes purchased with other funds at previous time and now used for career ed purposes  
Yes have on hand and plan to use for career education at later time  
  
Please identify: \_\_\_\_\_
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
  - 6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
7. Training
  - 7.1 pre-service education has been given X will be given \_\_\_\_\_ required? \_\_\_\_\_ how much 1 workshop  
by whom? NPCE when Oct '79
  - 7.2 inservice education - has been given? X will be given? X required? \_\_\_\_\_  
how much? 1 workshop by whom? ISSD Training Team when? \_\_\_\_\_
8. Other
  - 8.1 additional support
    - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
etc. business and industry? yes how?  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?
    - 8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No
2. Is there another numerical reportin, form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

No data submitted for page three



COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ W/A other? \$
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$      resource? \$
- 1.3 training costs? \$      preservice costs? \$
- 1.4 evaluation: contract costs for someone coming in? \$      release time for someone to do evaluation cost? \$      how much time?      estimated cost of other evaluation? \$
- 1.5 equipment: media equipment cost?      other equipment costs?
- 1.6 materials and supplies: (books, filestips, tape, movies, etc.) \$
- 1.7 facilities: new building, or change? \$

2. Operational costs:

- 2.1 directional costs - specific director of career ed efforts? \$
- 2.2 evaluation costs for continued evaluation?
- 2.3 management support - secretary? \$      business office?      stipends? \$      incurred fees? \$
- 2.4 training - inservice costs? \$
- 2.5 salaries for career ed employees - life costs? \$      fringe benefits included?       
how much extra for other benefits?
- 2.6 equipment replacement costs?
- 2.7 materials/supplies replacement cost?
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.)
- 2.9 contracted services cost?
- 2.10 media services - required for ongoing of the project? \$
- 2.11 transportation costs (field trips, busing, other incurred costs)? \$

NAME OF INSTITUTION: Centennial School for the Deaf and the Blind  
ADDRESS: 911 Central Avenue, Great Falls, Mont. 59401

NAME OF INDIVIDUAL REPORTING INFORMATION: Cheryl Dawson

TITLE: Learning Coordinator

TELEPHONE: 554-1301

VOICE ☒ TTY ☒

DATE: \_\_\_\_\_

TITLE OF PROGRAM, PROJECT OR EVENT: Experience Based Career Education

DESCRIPTION OF CAREER EDUCATION EFFORTS. The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served. (Please indicate with ☒ if these are current ☒ or projected ☐)

1.1 Characteristics (other than hearing impairment) which will affect adaptation of material.

e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?

Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

1.2 Number: preschool ☒ primary ☒ middle ☒ Jr. High ☒ Sr. High ☒

2. Instructional data (current ☒ or projected ☐)

2.1 Actual class time of instruction: \_\_\_\_\_ hrs. per (day, week, month, year) Group A: 1 1/2 hr/day

If career ed is infused in your program, is it: in every class ☒ in specific classes? ☒

If specific classes - please identify which course areas are involved: math, reading, business, basic living skills

If specific classes - please identify if these courses are academic ☐ vocational ☒ or both ☒

2.2 class sizes: (is this limited by program restrictions of career education format?) ☒

3. Facilities

3.1 space - number of classrooms where career education is being used ☒ open or self-contained?

3.2 utilization - is career education a (full time) or part time involvement?

3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes ☒ If so, please identify: A career and vocational readiness center has been established in the library

4. Staffing

4.1 teachers in career ed (full time) 1 (part-time) 10 (% of time in teaching career ed) 55%

4.2 para-professionals # \_\_\_\_\_ capacity or titles \_\_\_\_\_

4.3 other? Librarian ☒ counselor ☒ etc. \_\_\_\_\_ (% of time in career ed?) \_\_\_\_\_

4.4 teachers in career ed by department: academic # 10 vocational # 1

5. Equipment

5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)

None purchased with career ed dollars for career ed program

Yes purchased with other funds at previous time and now used for career ed purposes

None have on hand and plan to use for career education at later time

Please identify:

6. Materials

6.1 program related (used by a class) for career ed purposes. E.g. kits, instructional manuals, etc.

films, filmstrips, kits

6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)

Yes we use career-related workbooks, computer print-outs, posters, etc.

7. Training

7.1 pre-service education has been given ☒ will be given \_\_\_\_\_ required? ☒ how much 2 weeks

by whom? Certified EBCE staff leader when April 1979

7.2 inservice education - has been given? ☒ will be given? \_\_\_\_\_ required? full time career Ed.

how much? \_\_\_\_\_ by whom? EBCE staff members when? on-going coordinator

8. Other

8.1 additional support

8.1.1 community - visible evidence of community interest and participation in career ed program

such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs

in business and industry? Yes how? All students partake in job sampling in the community

with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.) Yes how? guest speakers

8.1.2 communication - regular system of communication of the career ed efforts is established

(yes/no) yes If yes, how is this done? Quarterly staff meetings

9. OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there in FSEA Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are. Specific EBCE reporting file system

**COSTS OF CAREER EDUCATION EFFORTS:** If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase. We're making use of CETA funds.

**1. Acquisition costs:**

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) \$ \_\_\_\_\_
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

Because experience based career ed. is based on using the community as a classroom, there were few acquisition costs.

**2. Operational costs**

- 2.1 directional costs - specific director of career ed efforts? \$ \_\_\_\_\_
- 2.2 evaluation costs for continued evaluation? \$ \_\_\_\_\_
- 2.3 management support - secretary? \$ \_\_\_\_\_ business officer? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ \_\_\_\_\_
- 2.5 salaries for career ed employees - fee costs? \$ \_\_\_\_\_ fringe benefits included? \_\_\_\_\_ how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? \_\_\_\_\_
- 2.7 materials, supplies replacement cost? \_\_\_\_\_
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) \_\_\_\_\_
- 2.9 contracted services cost? \_\_\_\_\_
- 2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_
- 2.11 transportation costs (field trips, busing, other incurred costs) \$ \_\_\_\_\_

The experience based career ed. model also has few operational costs because of community involvement. It makes use of materials available through the school library and our own captioned film library. The only operational costs (again, making use of CETA monies) are the budget for the learning coordinator, which include salary, fringe and travel. There is also within that budget, money allowed for materials. These materials include such things as individual workbooks, etc.

NAME OF INSTITUTION: New Mexico School for the Deaf  
ADDRESS: 1060 Cervantes Road, Santa Fe, N.M. 87501

NAME OF INDIVIDUAL REPORTING INFORMATION: Robert Edwards-Sup, Jch, Ric Gonzales Pch TITLE: Roz Bradford Sup, Jch,  
TELEPHONE: (505) 943-3321 VOICE X TTY \_\_\_\_\_ DATE: \_\_\_\_\_  
TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Student served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
  - 1.1 Characteristics (other than hearing impairment) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
  - 1.2 Numbers: preschool 30 primary 35 middle 20 jr. high 44 sr. high 60
2. Instructional data (current X or projected \_\_\_\_\_)
  - 2.1 Actual class time of instruction: 7 hrs per (day) week, month, year)  
If career ed is infused in your program, is it: in every class \_\_\_\_\_? in specific classes? X  
If specific classes - please identify which course areas are involved:  
  
If specific classes - please identify if these courses are academic X vocational X or both X
  - 2.2 class sizes: (is this limited by program restrictions of career education format? \_\_\_\_\_)
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 15 open or self-contained? ??
  - 3.2 utilization - is career education a full time or part time involvement? part time
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? No If so, please identify:
4. Staffing
  - 4.1 teachers in career ed # (full time) 0 # (part-time) \_\_\_\_\_ (% of time in teaching career ed \_\_\_\_\_)
  - 4.2 para-professionals: # 0 capacity or titles \_\_\_\_\_
  - 4.3 other? librarian 1 counselor 1 etc. \_\_\_\_\_ (% of time in career ed? 100 )
  - 4.4 teachers in career ed by department: academic # \_\_\_\_\_ vocational # \_\_\_\_\_
5. Equipment
  - 5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)  
0 purchased with career ed dollars for career ed program  
0 purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time  
  
Please identify:  
16mm movie projector  
film strip projector  
tape recorder
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
  - 6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
7. Training
  - 7.1 pre-service education has been given \_\_\_\_\_ will be given X required? 1 how much \_\_\_\_\_  
by whom? career ed team when? teachers' meeting in Dec. or Jan.
  - 7.2 inservice education - has been given? \_\_\_\_\_ will be given? X required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? career ed team when? 1980-81 school year
8. Other
  - 8.1 additional support
    - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? Yes how? School arranged  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? \_\_\_\_\_ how?
    - 8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No
2. Is there another non-federal reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

No data submitted on page three

NAME OF INSTITUTION: North Dakota School for the Deaf  
ADDRESS: Devils Lake, N.D. 58301

NAME OF INDIVIDUAL REPORTING INFORMATION: J. R. Palmer  
TELEPHONE: 662-2323 VOICE X TTY     
TITLE OF PROGRAM, PROJECT OR EVENT:   

TITLE: Dev. of Ed.  
DATE: 3-4-80

DESCRIPTION OF CAREER EDUCATION EFFORTS. The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementations please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected   )
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? Yes  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed? Yes
  - 1.2 Numbers: preschool 5 primary 22 middle    jr. high 27 sr. high 26
2. Instructional data (current    or projected   )
  - 2.1 Actual class time of instruction: 5 hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class X? in specific classes? X  
If specific classes - please identify which course areas are involved:  
As part of our curriculum in Down and Academic Classes, Pre-Voc. Classes 6-10, Area Voc. School 10-12 and Local program.  
If specific classes - please identify if these courses are academic X vocational X or both X.
  - 2.2 class sizes: (is this limited by program restrictions of career education format? No)
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 14 open or self-contained? 5
  - 3.2 utilization - is career education a full time or part time involvement?
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts?    If so, please identify:  
Y
4. Staffing
  - 4.1 teachers in career ed # (full time) 1 # (part-time) 21 (% of time in teaching career ed 10)
  - 4.2 para-professionals: #    capacity or titles
  - 4.3 other? librarian 1 counselor 12 etc.    (% of time in career ed? 10)
  - 4.4 teachers in career ed by department: academic # 14 vocational # 4
5. Equipment
  - 5.1 Hardware which are used by more than one class (such as projectors, tva, other media equipment).  
0 purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
   have on hand and plan to use for career education at later time  
Please identify:
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
  - 6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
7. Training
  - 7.1 pre-service education has been given    will be given X required?    how much     
by whom?    when?
  - 7.2 inservice education - has been given?    will be given?    required?     
how much?    by whom?    when?
8. Other
  - 8.1 additional support
    - 8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, explorer, on-the-job programs, work-study programs  
with business and industry? Yes how?
    - 8.1.2 with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)?    how?
    - 8.1.3 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done? Through advising committees

6. FORMS OF CAREER EDUCATION EFFORTS:

1. Is there an NSRF Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are.

No data submitted on page three

NAME OF INSTITUTION: Phoenix Day School for the Deaf  
ADDRESS: 1435 W. Hayward Avenue, Phoenix, Arizona 85021

NAME OF INDIVIDUAL REPORTING INFORMATION: J. Jay Farman / Alan M. Wetmore  
TELEPHONE: (602) 255-3448 VOICE TTY 255-5102  
TITLE OF PROGRAM, PROJECT OR EVENT: \_\_\_\_\_

TITLE: Director/Ass't. Dir.  
DATE: 3/14/80

DESCRIPTION OF CAREER EDUCATION EFFORTS. The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected \_\_\_\_\_)
    - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
    - 1.2 Number: preschool 33 primary 25 middle 33 jr. high 22 sr. high 30
  2. Instructional data (current X or projected \_\_\_\_\_)
    - 2.1 Actual class time of instruction: 5 1/2 hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class Yes? in specific classes? \_\_\_\_\_  
If specific classes - please identify which course areas are involved:  
  
If specific classes - please identify if these courses are academic \_\_\_\_\_ vocational \_\_\_\_\_ or both \_\_\_\_\_
    - 2.2 class sizes: (is this limited by program restrictions of career education format? No)  
1:7
  3. Facilities
    - 3.1 space - number of classrooms where career education is being used 22 open or self-contained? 5 rotating Self-C.
    - 3.2 utilization - is career education a full time or part time involvement?
    - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:  
Instructional media center, library, science/math resource room, study carrels, house for daily living skills
  4. Staffing
    - 4.1 teachers in career ed (full time) 22 (part-time) 2 (% of time in teaching career ed 2) Infused
    - 4.2 para-professionals: # 6 capacity or titles Teacher Aides
    - 4.3 other? librarian 1 counselor 1 etc. Medial Dir. (% of time in career ed? \_\_\_\_\_)
    - 4.4 teachers in career ed by department: academic # 22 vocational # Pre-Voc 2
  5. Equipment
    - 5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
0 purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time  
All such equipment used, but not purchased specifically for career ed. or with career ed. money  
Please identify:  
Filmstrip machines, TV's, Overheads, 16mm projectors, Project Life machines, slide projectors  
None specifically for career ed.
  6. Materials
    - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
    - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)
  7. Training
    - 7.1 pre-service education has been given X will be given \_\_\_\_\_ required? \_\_\_\_\_ how much \_\_\_\_\_  
by whom? NPCE when 7/79 (all) 79/80 (all) (Rochester and Berkeley)
    - 7.2 inservice education - has been given? \_\_\_\_\_ will be given? X required? \_\_\_\_\_  
how much? \_\_\_\_\_ by whom? \_\_\_\_\_ when? \_\_\_\_\_  
April 1980: School Cadre: U. of Az. (Dr. Kozlowski - date pending)  
Fall 1980: Career Ed. Consultants - to be determined
  8. Other
    - 8.1 additional support
      - 8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? \_\_\_\_\_ how? Field trips, Jr/Sr High Seminars
      - with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.) 1 how?
      - 8.1.2 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?
- OUTCOMES OF CAREER EDUCATION EFFORTS:
1. Is there an ESEA Title I evaluation report on file and available? Yes
  2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

costs in CAREER EDUCATION EFFORTS. If your program is in the planning stages, identify costs as projected for the acquisition phase and estimate the operational phase.

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation; contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$/\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment; media equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) \$ \_\_\_\_\_
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

2. Operational costs

- 2.1 directional costs - specific director of career ed efforts? \$ \_\_\_\_\_
- 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
- 2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ \_\_\_\_\_
- 2.5 salaries for career ed employees - life costs? \$ \_\_\_\_\_ fringe benefits included? \_\_\_\_\_  
how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? \_\_\_\_\_
- 2.7 materials/supplies replacement cost? \_\_\_\_\_
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) \_\_\_\_\_
- 2.9 contracted services cost? \_\_\_\_\_
- 2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_
- 2.11 transportation costs (field trips, busina, other incurred costs? \$ \_\_\_\_\_

We have recently submitted a grant request for \$14,000 for a Career Ed./Pre-Voc. Ed. project. Notice of tentative approval or disapproval will be given on May 15, 1980.

NAME OF INSTITUTION: Regional Program for the Deaf  
ADDRESS: 1910 NE 1st St. S.E., Portland, Oregon 97213

NAME OF INDIVIDUAL REPORTING INFORMATION: Sally Brader  
TELEPHONE: (503) 777-1445 VOICE # TTY

TITLE: Supervisor  
DATE: Jan. 25, 1980

TITLE OF PROGRAM, PROJECT OR EVENT: Career Ed and Work Experience Program

DESCRIPTION OF CAREER EDUCATION EFFORTS. The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected     )
  - 1.1 characteristics (other than hearing-impaired) which will affect adaptation of materials:  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
  - 1.2 numbers: preschool      primary 30 middle 30 jr. high 10 sr. high 88
2. Instructional data (current      or projected     )
  - 2.1 Actual class time of instruction:      hrs per (day, week, month, year)  
If career ed is infused in your program, is it: in every class X? in specific classes? X both  
If specific classes - please identify which course areas are involved:  
More time spent on CE activities on HS level  
If specific classes - please identify if these courses are academic      vocational      or both X
  - 2.2 class sizes: (Is this limited by program restrictions of career education format? yes)
3. Facilities
  - 3.1 space - number of classrooms where career education is being used both open or self-contained?
  - 3.2 utilization - is career education a full time or part time involvement? part time
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts?      If so, please identify:
4. Staffing
  - 4.1 teachers in career ed (full time) 2 (part-time)      (% of time in teaching career ed     )
  - 4.2 para-professionals: # 3 capacity or titles Vocational aides
  - 4.3 other: librarian      counselor      etc. (% of time in career ed     )
  - 4.4 teachers in career ed by department: academic # 30 vocational # 2
5. Equipment
  - 5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
2 purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
     have on hand and plan to use for career education at later time
  - 5.2 Please identify:  
all types of media - TV's, projectors, etc.
6. Materials
  - 6.1 program related (used by 1 class) for career ed purposes. E.g. kits, instructional manuals, etc.
  - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)  
too much to list
7. Training
  - 7.1 pre-service education has been given X will be given      required? how much 30  
by whom? University of Washington when? school year 1978-79
  - 7.2 inservice education - has been given? X will be given?      required?       
how much? 20 hours by whom? University when? school year 1979-80
8. Other
  - 8.1 additional support
    - 8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
in business and industry? yes how? all of the items listed
    - 8.1.2 labor organizations (such as Rotary, Lions, Kiwanis, etc.) yes how? presentations
    - 8.1.3 communication - regular status of communication of the career ed efforts is established  
(yes/no) yes how is this done? I assume so, I really do not understand the question.
9. Other
  - 9.1 Is there a career education evaluation report on file and available? yes
  - 9.2 Is there another material reporting form(s) which are used to evaluate career ed efforts? yes If so, please indicate what they are: Requested by state education



COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ \_\_\_\_\_ other? \$ \_\_\_\_\_
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ \_\_\_\_\_ preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media/equipment costs? \_\_\_\_\_ other equipment costs? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc. ) \$ \_\_\_\_\_
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

2. Operational costs

- 2.1 directional costs - specific director of career ed efforts? \$ 5,000
- 2.2 evaluation costs for continued evaluation? 1,000
- 2.3 management support - secretary? \$ 2,000 business office? 2,000 stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ \_\_\_\_\_
- 2.5 salaries for career ed employees - site costs? \$ 55,000 fringe benefits included? No  
how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? 0 - in other budgets
- 2.7 materials/supplies replacement cost? 500
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc. ) N/A
- 2.9 contracted services cost? None
- 2.10 media services - required for ongoing of the project? \$ 200
- 2.11 transportation costs (field trips, busing, other incurred costs? \$ 3,000

NAME OF INSTITUTION: St. Mary's School for the Deaf  
ADDRESS: 2253 Hun St., Buffalo, N. Y. 14213

NAME OF INDIVIDUAL REPORTING INFORMATION: Sam Yanoff  
TELEPHONE: 716-834-7200 VOICE X TTY  
TITLE OF PROGRAM, PROJECT OR EVENT:

TITLE: Vice Prin. / Director of Support Services  
DATE: 12-7-79

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected     )
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? 1/3 are  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed? Yes  
Concern: language level of materials, & "add on" rather than "infusion"  
elem.
  - 1.2 Numbers: preschool 12 primary 47 ~~XXXXX~~ jr. high 125 sr. high      total 240
2. Instructional data (current      or projected X)
  - 2.1 Actual class time of instruction:      hrs per (day, week, month, year) not identified  
If career ed is infused in your program, is it: in every class 40? in specific classes? Yes  
If specific classes - please identify which course areas are involved: This year, we're in a "dormant"  
stage - Our goal is to develop a truly "infused" model.  
If specific classes - please identify if these courses are academic      vocational      or both X
  - 2.2 class sizes: (is this limited by program restrictions of career education format? NO)  
Aug. (5)
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 35 primary open or self-contained? 35
  - 3.2 utilization - is career education a full time or part time involvement? part time
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which ~~are~~ used for career education efforts?      If so, please identify:  
can be  
Tables, stackable chairs
4. Staffing
  - 4.1 teachers in career ed # (full time) 0 # (part-time) 0 (% of time in teaching career ed     )
  - 4.2 para-professionals: 0 capacity or titles
  - 4.3 other? librarian 1 counselor 1 etc. Voc. Ass't. (1) (% of time in career ed? 15-20)
  - 4.4 teachers in career ed by department: academic #15 4 left vocational #4 indust. arts 3 home ec.  
\* using Munson's Model of Career education dormant this year!
5. Equipment
  - 5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
NO purchased with career ed dollars for career ed program  
NO purchased with other funds at previous time and now used for career ed purposes  
Yes have on hand and plan to use for career education at later time  
Please identify:  
We have Munson's total package; and I feel some will be used later (e.g. career briefs, work functions slides, values clarification)
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
Munson materials and City of Rochester materials (Articulated Career Guidance Programs in Prim & Ele. Depts)
  - 6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.)  
Field trip manuals
7. Training
  - 7.1 pre-service education has been given X will be given      required? No how much? 3 workshops  
by whom? Yanoff and English Tech. (Downey) when? After Munson's program
  - 7.2 inservice education - has been given? X will be given?      required? No  
how much? 1 day by whom? City of Rochester Staff when? Spring 1978  
(Articulated Career Guidance Program) (Morley Schloss)
8. Other
  - 8.1 additional support
    - 8.1.1 community - visible evidence of community interest and participation in career ed program  
Vocational Advisory Council such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? X how? Career days, field trips, limited work-study program.  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? X how? Career Days
    - 8.1.2 communication - regular system of communication of the career ed efforts is established.  
(yes, no) If yes, how is this done? Regular written evaluation when Munson's materials were being used.

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes
2. Is there another annual reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

- 1.1 design and development costs such as curriculum development? \$ 12,500 other? \$ 3,500 (typing and printing.
- 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? \$ \_\_\_\_\_ resource? \$ \_\_\_\_\_
- 1.3 training costs? \$ 5,000 preservice costs? \$ \_\_\_\_\_
- 1.4 evaluation: contract costs for someone coming in? \$ \_\_\_\_\_ release time for someone to do evaluation cost? \$ \_\_\_\_\_ how much time? \_\_\_\_\_ estimated cost of other evaluation? \$ \_\_\_\_\_
- 1.5 equipment: media equipment costs? \$ 1,500 other equipment costs? \_\_\_\_\_
- 1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) \$ 1,000
- 1.7 facilities: new buildings or changes? \$ \_\_\_\_\_

2. Operational costs:

- 2.1 directional costs - specific director of career ed efforts? \$ \_\_\_\_\_
- 2.2 evaluation costs for continued evaluation? \_\_\_\_\_
- 2.3 management support - secretary? \$ \_\_\_\_\_ business office? \_\_\_\_\_ stipends? \$ \_\_\_\_\_ incurred fees? \$ \_\_\_\_\_
- 2.4 training - inservice costs? \$ \_\_\_\_\_
- 2.5 salaries for career ed employees - fte costs? \$ \_\_\_\_\_ fringe benefits included? \_\_\_\_\_ how much extra for other benefits? \_\_\_\_\_
- 2.6 equipment replacement costs? \_\_\_\_\_
- 2.7 materials/supplies replacement cost? \_\_\_\_\_
- 2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) \_\_\_\_\_
- 2.9 contracted services cost? \_\_\_\_\_
- 2.10 media services - required for ongoing of the project? \$ \_\_\_\_\_
- 2.11 transportation costs (field trips, busing, other incurred costs) \$ \_\_\_\_\_

Travel monies to Gallaudet and Genesee Community College

NAME OF INSTITUTION: SELACO - Downey H.S.  
ADDRESS: 11044 S. Brookshire Ave., Downey, CA 90241

2nd format - Selaco South

NAME OF INDIVIDUAL REPORTING INFORMATION: Carolyn Rowland

TITLE: Work-Exp. teacher

TELEPHONE: (213) 861-1218 VOICE X ITTY

DATE:

TITLE OF PROGRAM, PROJECT OR EVENT: Voc. Program Most answers reflect work-study not career ed.

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected     )
  - 1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed?  
Ed. Retarded: Behavior: LD: Deaf-Blind
  - 1.2 Numbers: preschool      primary      middle      jr. high      sr. high 101 + 24 H.H. itinerant
2. Instructional data (current X or projected     )
  - 2.1 Actual class time of instruction: 1 hrs per (day, week, month, year) until sr. then 2 hrs.  
If career ed is infused in your program, is it: In every class     ? in specific classes? add-on  
If specific classes - please identify which course areas are involved: class in itself  
  
If specific classes - please identify if these courses are academic      vocational      or both     .
  - 2.2 class sizes: (Is this limited by program restrictions of career education format?     )  
Legal: 8 Calif. Ed. Code
3. Facilities
  - 3.1 space - number of classrooms where career education is being used 5 Community classrooms in industry  
open or self-contained both
  - 3.2 utilization - is career education a full time or (part time) involvement?
  - 3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:  
stoves, refriger., pans, work benches
4. Staffing
  - 4.1 teachers in career ed # (full time) 1 # (part-time) 5 (% of time in teaching career ed 25-50)
  - 4.2 para-professionals: 4 capacity or titles aides
  - 4.3 other? librarian      counselor 1 relate. (% of time in career ed? No)
  - 4.4 teachers in career ed by department: academic      vocational      6  
both # 6
5. Equipment
  - 5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment):  
     purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
     have on hand and plan to use for career education at later time  
  
Please identify:  
9 computers, all other items
6. Materials
  - 6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.  
non-verbal videotapes, cleaning worktools, cooking, etc. for life skills; road signs, slides
  - 6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)  
none
7. Training
  - 7.1 pre-service education has been given no will be given      required?      how much       
by whom?      when
  - 7.2 inservice education has been given? Yes will be given?      required? Yes  
how much? 20 min. pres. by whom? Carolyn Rowland when?
8. Other
  - 8.1 additional support
    - 8.11 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? Yes how? pre work experience in the school  
  
with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? Yes how? Scoutmaster
    - 8.12 communication - regular system of communication of the career ed efforts is established  
(yes, no) If yes, how is this done?

#### OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No
2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? Yes If so, please indicate what they are.  
Directive from county office  
No data submitted for page three

NAME OF INSTITUTION: Utah School for the Deaf and the Blind  
ADDRESS: 446 10th St., Ogden, UT 84401

NAME OF INDIVIDUAL REPORTING INFORMATION: Bob Fletcher  
TELEPHONE: (401) 399-9631 VOICE X TTY  
TITLE OF PROGRAM, PROJECT OR EVENT: 3

TITLE: Curriculum Coord.  
DATE:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students Served: (Please indicate with X if these are current X or projected \_\_\_\_\_)

1.1 Characteristics (other than hearing-impaired) which will affect adaptation of materials  
e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? yes 50%  
Do you have identified gifted deaf or hard of hearing students enrolled in career ed? yes 6%

1.2 Numbers: preschool 40 primary 75 middle 45 jr. high 90 sr. high 60

2. Instructional data (current X or projected \_\_\_\_\_)

2.1 Actual class time of instruction: 6 hrs per day, week, month, year)  
If career ed is infused in your program, is it: in every class X? in specific classes? \_\_\_\_\_  
If specific classes - please identify which course areas are involved:

in specific classes - please identify if these courses are academic X vocational X or both \_\_\_\_\_

2.2 class sizes: (is this limited by program restrictions of career education format? 6.5)

3. Facilities

3.1 space - number of classrooms where career education is being used \_\_\_\_\_ open or self-contained?  
3.2 utilization - is career education a full time or part time involvement?  
3.3 furnishings - other than desks and chairs are there tables, shelving, learning centers, partitions, etc. which are used for career education effort? yes If so, please identify:

100 portable job sampling kits

4. Staffing

56 classrooms - career awareness and exploration  
4.1 teachers in career ed # (full time) 2 # (part-time) X (% of time in teaching career ed 60%) infused  
4.2 para-professionals: # 0 capacity or titles \_\_\_\_\_ into  
4.3 other? librarian counselor etc. \_\_\_\_\_ (% of time in career ed? \_\_\_\_\_) each  
4.4 teachers in career ed by department: academic # \_\_\_\_\_ vocational # \_\_\_\_\_

5. Equipment

5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)  
\_\_\_\_\_ purchased with career ed dollars for career ed program  
X purchased with other funds at previous time and now used for career ed purposes  
\_\_\_\_\_ have on hand and plan to use for career education at later time

Please identify:

each classroom has overhead, filmstrip and access to 35 mm (not CE money)

6. Materials

6.1 program related (used by a class) for career ed purposes. e.g. kits, instructional manuals, etc. yes

6.2 individual expendable materials (workbooks, replacement parts for kits, computer print outs, etc.) yes

7. Training

7.1 pre-service education has been given some will be given more required? \_\_\_\_\_ how much? \_\_\_\_\_  
by whom? CE team when \_\_\_\_\_  
7.2 inservice education - has been given? no will be given? yes required? \_\_\_\_\_  
how much? to be determined by whom? school team when? late 1980

8. Other

8.1 additional support

8.1.1 community - visible evidence of community interest and participation in career ed program  
such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs  
with business and industry? yes how? some use but more community involvement

with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? \_\_\_\_\_ how?

8.1.2 communication - regular system of communication of the career ed efforts is established  
(yes no) If yes, how is this done? through the school's management team - composed of the principal, asst. principal and each dept. curriculum coordinator

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an FSEA Title I evaluation report on file and available? yes

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? no If so, please indicate what they are.

No data submitted for page three